



Kentucky Department  
of Education

# KENTUCKY DEPARTMENT OF EDUCATION

CAPITAL PLAZA TOWER - 500 MERO STREET - FRANKFORT, KENTUCKY 40601

**Gene Wilhoit, Commissioner of Education**

During the spring of the 2001-2002 school year, end-of-primary, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students participated in the Kentucky Core Content Test (KCCT), the National Norm Referenced Test (NRT), the writing portfolio and the alternate portfolio components of the Commonwealth Accountability Testing System. This assessment and accountability system was designed by the Kentucky Board of Education through a broad, collaborative process that involved educators, legislators, citizens, the School Curriculum, Assessment, and Accountability Council, the Education Assessment and Accountability Review Subcommittee, the Office of Educational Accountability, and the National Technical Advisory Panel on Assessment and Accountability. These tests include:

- written tests comprised of open-response and multiple-choice questions in reading, mathematics, science, social studies, arts and humanities, practical living/vocational studies and an on-demand writing prompt
- a writing portfolio consisting of writing samples demonstrating students' skill in writing
- a national norm referenced test in reading, language arts and mathematics
- alternate portfolios for students with severe disabilities

The KCCT assessments were developed under direction of the content advisory committees of Kentucky educators who drafted, reviewed, and selected test questions. Items also were reviewed by a bias review committee to enhance fairness.

This report is the second comprehensive report that reflects the application of the newly developed student performance standards to the KCCT. The 1999 and 2000 data have been revised to reflect these new student performance standards used beginning in 2001, putting all four years of KCCT data on the same and comparable scale. The performance standards are accompanied by more thorough descriptions of Novice, Apprentice, Proficient, and Distinguished expectations specific to the subject being assessed at the grade being assessed. This should allow instruction to better focus on both the content to be taught and on how well students must demonstrate achievement in each content area.

This report includes four years of trend data: spring 1999, 2000, 2001 and 2002. Therefore each school has a baseline starting point in 2000, and the first point on the growth chart in 2002, beginning a performance trend line that can be compared to the goal line leading to proficiency by 2014.

These scores can best be compared to the absolute standard of proficiency we want all Kentucky students to attain. Analyze your results in terms of where you are in each subject toward the goal of 100 and determine needed curricular and instructional strategies that will assist your school in achieving these goals. Because the Kentucky Core Content Test has the *Core Content for Assessment* and the new and more descriptive student performance standards as its foundation, decisions about student achievement and plans for continuous improvement can be guided by a complete analysis of your results.

The Kentucky Department of Education urges districts to share this data as quickly as possible with individual members of local school boards and of each school's School Based Decision Making Council, in ways that do not violate the state open meetings law or break the embargo.

Please feel free to contact the staff of the Department of Education for assistance in interpreting and using assessment information.

## SPRING 2002 KENTUCKY PERFORMANCE REPORT

District: ADAIR CO

Code: 001

Grade: PRIMARY-12

DATA REVISED AFTER SEPTEMBER 19, 2002 PUBLIC RELEASE

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# SPRING 2002 KENTUCKY PERFORMANCE REPORT Introduction

This electronic Kentucky Performance Report is based on the Spring 2002 administration of the Kentucky Core Content Test, writing portfolio, alternate portfolio and National Norm Referenced Test (NRT) results for students in grades end-of-primary (EP), 4, 5, 6, 7, 8, 9, 10, 11 and 12. The report summarizes information for the school, district and state. These results also reflect performance of students participating in the *Commonwealth Accountability Testing System Alternate Portfolio Assessment*: fourth-, eighth, or twelfth-grade.

Students in grades 4,5,7,8,10, 11 and 12 completed batteries of open-response and multiple-choice questions (referred to as the Kentucky Core Content Tests) in selected contents for each grade.

	EP	4	5	6	7	8	9	10	11	12
Reading										
Mathematics										
Science										
Social Studies										
Arts & Humanities										
Practical Living/Vocational Studies										
Writing										
NRT										

In reading, mathematics, science and social studies, 6 forms of the test were administered, each containing 6 open-response and 24 multiple-choice questions used for reporting and accountability purposes. (Each form also included an additional open-

response item and 4 multiple-choice items for field test purposes, bringing the total to 7 open-response and 28 multiple-choice. Field test items are not included in reporting or accountability data.)

In arts & humanities and practical living/vocational studies, there were 12 forms of the assessment, each containing 2 open-response and 8 multiple-choice items used for reporting and accountability purposes. (An additional open-response and 4 multiple-choice items were included for field test purposes.)

Writing data are based on the administration of writing prompts distributed across 6 forms (students select one of two prompts) and the writing portfolio.

Multiple-choice questions are included in the 2002 data reported here and are combined with the open-response data. They are included such that multiple-choice items are weighted at approximately 33% and open-response items at approximately 67%.

Students in grades end-of-primary, 6 and 9 completed batteries of multiple-choice questions on the CTBS/5 (referred to as the National Norm Referenced Test) in selected content areas of reading, language arts and mathematics.

Schools are held accountable for all of the students enrolled in the school as of the first day of the testing window.

Kentucky law states that, "schools shall expect a high level of achievement of all students." It also states that, "schools shall be rewarded for an increased proportion of successful students, including those students who are at risk of school failure."

Therefore, there are virtually no exemptions from the testing. Students not included in the data summarized here include:

- Foreign exchange students.
- Students determined to be medically unable to participate in the assessment.
- (at the school's option) limited English-speaking students who have been enrolled in an English-speaking school for fewer than two years.

The number and percent of students who did not participate for these reasons are provided in this report. Any other student for whom the school is accountable but who was not tested is assigned to the "Novice Non-Performance" level. The number and percentage of students who received this type of "Novice" rating are also in the report.



Kentucky Department  
of Education

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
ACCOUNTABILITY CYCLE 2002

District: : ADAIR CO  
Code: 001  
Classification: NOT MET

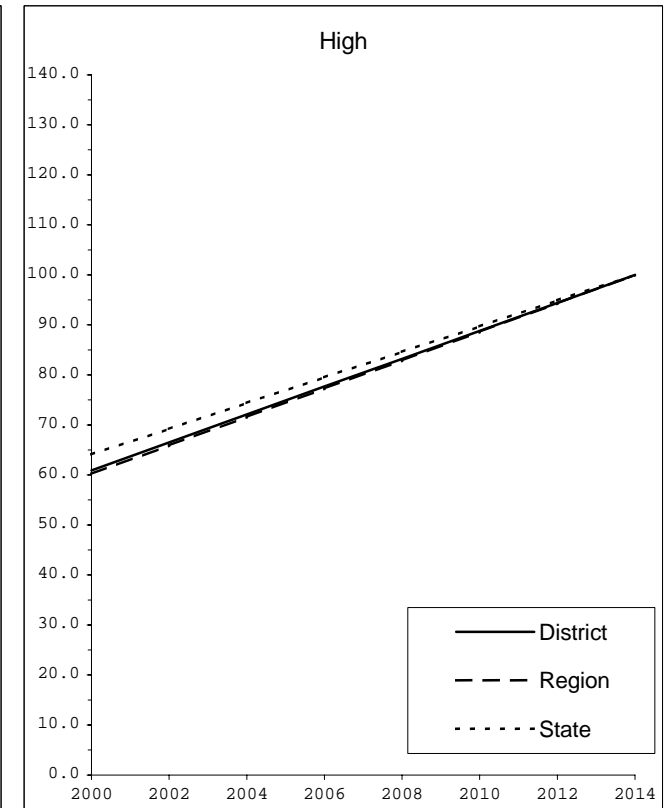
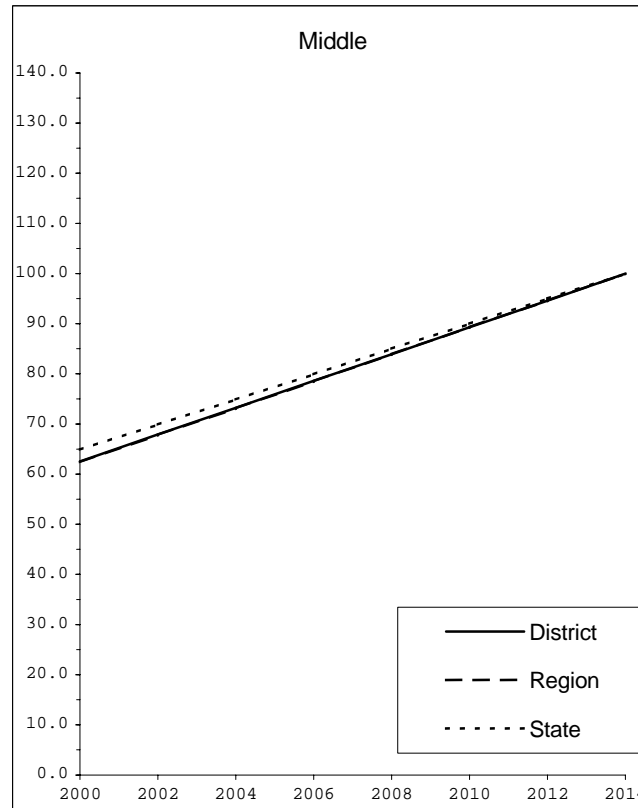
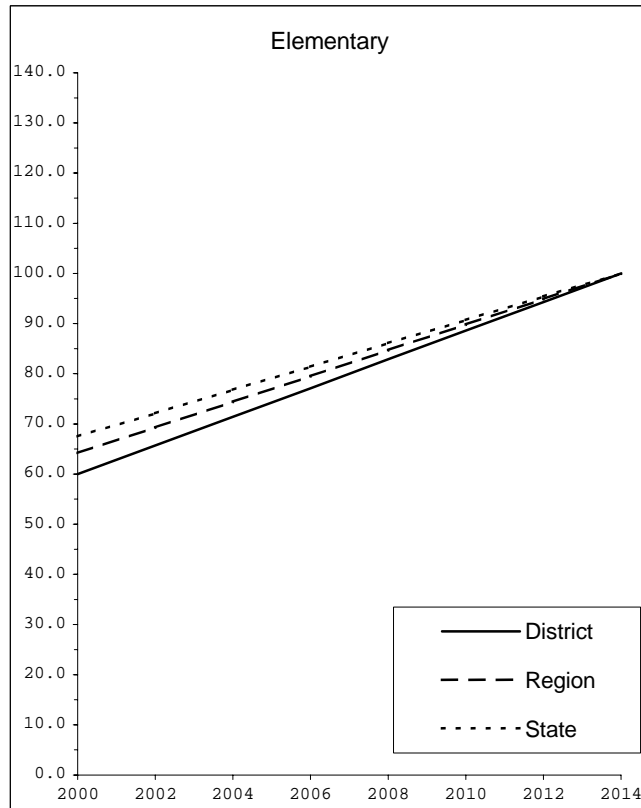
<u>School Name</u>	<u>Classification</u>	<u>School Name</u>	<u>Classification</u>
Adair County High School	Progressing - Drp,Nov		
Adair County Middle School	Progressing - Novice		
John Adair Elementary	Progressing		
Knifley Elementary School	Meets Goal		
Shepherd Elementary School	Meets Goal		
Sparksville Elementary School	Meets Goal		



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY CYCLE 2002**

District: ADAIR CO  
 Code: 001

**District, Region and State Comparison**



Goal Lines		2000	2002	2004	2006	2008	2010	2012	2014
Elementary	District	60.0	65.7	71.4	77.1	82.9	88.6	94.3	100.0
	Region	64.2	69.3	74.4	79.5	84.7	89.8	94.9	100.0
	State	67.5	72.1	76.8	81.4	86.1	90.7	95.4	100.0
Middle	District	62.5	67.9	73.2	78.6	83.9	89.3	94.6	100.0
	Region	62.4	67.8	73.1	78.5	83.9	89.3	94.6	100.0
	State	64.9	69.9	74.9	79.9	85.0	90.0	95.0	100.0
High	District	60.9	66.5	72.1	77.7	83.2	88.8	94.4	100.0
	Region	60.2	65.9	71.6	77.3	82.9	88.6	94.3	100.0
	State	64.1	69.2	74.4	79.5	84.6	89.7	94.9	100.0

NOTE: District, Region and State goal lines do not include a standard error in their calculation as in the calculation of School goal lines.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY TREND**

District: ADAIR CO  
 Code: 001  
 Grade: Elementary

Academic Index				
	1999	2000	2001	2002
Reading	68.5050	73.7792	85.0121	72.9642
Mathematics	53.5258	49.9942	48.7580	62.8938
Science	67.4900	71.3162	79.4739	72.9868
Social Studies	53.4178	51.4162	51.0967	61.5823
Arts and Humanities	29.9418	30.3201	32.8315	39.2783
Prac. Living/Voc. Studies	68.9141	61.8006	64.7187	63.1502
Writing	37.3941	43.8561	57.9157	50.6623
Total Academic Index	55.9	57.2	63.1	63.2

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	84.6154	91.7766	95.6219	103.0846

Elementary Accountability Index				
	1999	2000	2001	2002
Accountability Index	59.2	60.8	66.3	66.8

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	94.83	95.21	95.39	95.18
Dropout Rate				
Retention Rate	0.28	2.18	0.79	0.26
Successful Transition to Adult Life				
Non-Academic Index	95.8080	95.7320	96.1540	96.0920

\*\* Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested End of Primary	182	197	201	201
Number Tested Grade 4	200	181	203	208
Number Tested Grade 5	175	207	183	202



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY TREND**

District: ADAIR CO  
 Code: 001  
 Grade: Middle School

Academic Index				
	1999	2000	2001	2002
Reading	74.7600	83.5957	80.6688	76.4498
Mathematics	46.3814	53.3948	63.0045	56.7056
Science	58.9300	65.9604	66.1739	68.4517
Social Studies	48.3909	56.0380	69.3395	63.3346
Arts and Humanities	43.0312	57.4589	65.8135	60.3752
Prac. Living/Voc. Studies	64.0433	68.6616	73.9892	60.2329
Writing	40.1890	48.6624	48.6931	42.8807
Total Academic Index	53.7	61.8	66.3	61.4

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	79.5322	74.6893	75.0000	74.1799

Middle School Accountability Index				
	1999	2000	2001	2002
Accountability Index	59.1	65.8	69.7	65.5

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	94.51	94.30	95.54	95.28
Dropout Rate	0.00	1.01	0.00	0.00
Retention Rate	1.17	1.40	0.75	0.72
Successful Transition to Adult Life				
Non-Academic Index	97.3360	96.9580	97.9160	97.8240

\*\* Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 6	171	177	204	189
Number Tested Grade 7	200	177	178	207
Number Tested Grade 8	210	189	179	180



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY TREND**

District: ADAIR CO  
 Code: 001  
 Grade: High School

Academic Index				
	1999	2000	2001	2002
Reading	57.5883	61.5207	56.3997	57.8284
Mathematics	44.2379	57.2271	49.0918	50.4572
Science	53.2901	57.6990	58.3545	59.4555
Social Studies	51.4427	58.5316	52.7327	55.5295
Arts and Humanities	37.6437	44.0843	49.4620	55.8772
Prac. Living/Voc. Studies	61.4829	67.1983	66.8217	70.4302
Writing	72.2320	69.6276	77.4430	73.6052
Total Academic Index	54.7	60.0	58.7	60.0

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	64.0664	59.5575	64.3902	80.9326

High School Accountability Index				
	1999	2000	2001	2002
Accountability Index	58.8	62.9	62.1	64.1

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	92.03	91.28	93.14	92.37
Dropout Rate	3.79	8.33	8.24	6.25
Retention Rate	7.77	10.85	8.89	6.25
Successful Transition to Adult Life	89.40	90.12	91.41	91.39
Non-Academic Index	92.6213	90.8848	91.8723	92.5891

\*\* Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 9	241	226	205	193
Number Tested Grade 10	204	199	203	184
Number Tested Grade 11	161	167	160	179
Number Tested Grade 12	164	132	156	140



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

District: ADAIR CO  
 Code: 001  
 Grade: 04

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	102 95	83 96	111 90	104 100	SD*	SD*	SD*	SD*	n	n	n	n		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	188 3   5	172 3  1 1	186 9  1 3	189 4  4 4										
Title I (Participating) vs Non-Participating	197	179	201	204										
Migrant Program (Participating) vs Non-Participating	1 196	6 173	7 194	4 200										
Limited English Proficiency (Participating) vs Non-Participating	197	179	201	204										
Extended School Services (Participating) vs Non-Participating	23 174	30 149	40 161	27 177	SD*	SD*	n	n	SD*	SD*	n	n		
Gifted and Talented Program (Participating) vs Non-Participating	16 181	25 154	40 161	37 167	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	126 71	104 75	125 76	126 78	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Disability Status (With) vs Without	22 175	18 161	21 180	28 176	n	SD*	SD*	SD*	n	SD*	SD*	SD*		

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students  
 (n): non-significant difference (SD\*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

District: ADAIR CO  
 Code: 001  
 Grade: 05

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	80 92	109 96	85 96	103 95	n	n	n	SD*	n	n	n	SD*	n	SD*	SD*	SD*	SD*	SD*	n	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	166 2	198 4	173 6	188 9																
Title I (Participating) vs Non-Participating	172	205	181	198																
Migrant Program (Participating) vs Non-Participating	9 163	8 197	9 172	7 191																
Limited English Proficiency (Participating) vs Non-Participating	172	205	181	198																
Extended School Services (Participating) vs Non-Participating	38 134	27 178	32 149	47 151	n	SD*	n	n	n	SD*	n	n	n	SD*	n	SD*	n	SD*	n	n
Gifted and Talented Program (Participating) vs Non-Participating	19 153	21 184	29 152	45 153	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	111 61	132 73	100 81	119 79	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	SD*
Disability Status (With) vs Without	24 148	30 175	17 164	27 171	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*	SD*

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

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**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

District: ADAIR CO  
 Code: 001  
 Grade: 07

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	90 107	103 71	85 90	105 98	SD*	SD*	SD*	SD*	n	n	n	n		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	188 7 1 1	167 6	171 3	196 6 1										
Title I (Participating) vs Non-Participating	197	174	175	203										
Migrant Program (Participating) vs Non-Participating	10 187	10 164	4 171	10 193	SD*	n		n	SD*	n		n		
Limited English Proficiency (Participating) vs Non-Participating	197	174	175	203										
Extended School Services (Participating) vs Non-Participating	26 171	19 155	14 161	38 165	n	SD*	SD*	SD*	n	SD*	n	SD*		
Gifted and Talented Program (Participating) vs Non-Participating	15 182	15 159	33 142	34 169	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	112 85	107 67	105 70	126 77	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Disability Status (With) vs Without	29 168	16 158	27 148	27 176	SD*	SD*	SD*	SD*	SD*	-	SD*	SD*		

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

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**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

District: ADAIR CO  
 Code: 001  
 Grade: 08

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	93 114	90 96	101 75	85 91	SD*	n	n	n	SD*	n	SD*	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	195 9 1 1 1	174 8   1	170 5   1	170 4   1																
Title I (Participating) vs Non-Participating	207	186	176	176																
Migrant Program (Participating) vs Non-Participating	7 200	10 176	6 170	9 167		n				n				SD*				n		
Limited English Proficiency (Participating) vs Non-Participating	1 206																			
Extended School Services (Participating) vs Non-Participating	33 174	23 163	8 168	14 162	n	n		n	SD*	SD*		n	SD*	n		SD*	SD*	n		n
Gifted and Talented Program (Participating) vs Non-Participating	12 195	20 166	2 174	34 142	SD*	SD*		SD*	SD*	SD*		SD*	SD*		SD*	SD*		SD*	SD*	SD*
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	128 79	107 79	98 78	90 86	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*	n	SD*	SD*
Disability Status (With) vs Without	19 188	25 161	19 157	23 153	SD*	SD*	SD*	SD*	-	SD*	SD*	-	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students  
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Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

District: ADAIR CO  
 Code: 001  
 Grade: 10

SUBGROUPS:	Number of Students				READING GAP				PL/VIS GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	88 114	96 100	91 110	83 98	SD*	SD*	SD*	SD*	SD*	SD*	SD*	SD*		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	195 4  1  1	190 6  1  1	190 9  1  1	168 7  5  5										
Title I (Participating) vs Non-Participating	202	197	201	181										
Migrant Program (Participating) vs Non-Participating	202	197	201	2 179										
Limited English Proficiency (Participating) vs Non-Participating	202	1 196	201	181										
Extended School Services (Participating) vs Non-Participating	13 189	28 169	8 193	2 179	n	SD*			n	n				
Gifted and Talented Program (Participating) vs Non-Participating	11 191	21 176	13 201	13 168	SD*	SD*		SD*	SD*	SD*		SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	47 155	95 102	86 115	73 108	SD*	SD*	n	SD*	SD*	SD*	SD*	SD*		
Vocational/Technical Education (Non-Voc/Tech) vs 3 Credits vs Not Concentrating	202	143  54	61 109 31	51 105 25			SD* n n	n			n n n	n		
Disability Status (With) vs Without	3 199	18 179	12 189	18 163		SD*	SD*	SD*		SD*	SD*	SD*		

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

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**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

District: ADAIR CO  
 Code: 001  
 Grade: 11

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SCIENCE GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	79	81	80	83																
	80	84	78	93	n	n	n	SD*	n	n	n	n	n	n	SD*	SD*	n	n	n	SD*
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	152	160	155	166																
	6	2	2	7																
		1		1																
	1	2	1																	
Title I (Participating) vs Non-Participating	159	165	158	176																
Migrant Program (Participating) vs Non-Participating	159	1		1																
	159	164	158	175																
Limited English Proficiency (Participating) vs Non-Participating	159	165	158	176																
Extended School Services (Participating) vs Non-Participating	13	27	2	9																
	146	138	156	167	SD*	SD*			n	SD*			SD*	SD*			n	n		
Gifted and Talented Program (Participating) vs Non-Participating	15	22	5	8																
	144	143	153	168	n	SD*			SD*	SD*			SD*	SD*			SD*	SD*		
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	47	56	39	60																
	112	109	119	116	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*	SD*	n	SD*	SD*
Vocational/Technical Education (Non-Voc/Tech) vs 3 Credits vs Not Concentrating	159	115	64	79																
			70	77			SD*	SD*			SD*	SD*			SD*	SD*			SD*	n
		50	24	20		n	n	n		n	n	n		n	n	n		n	n	n
Disability Status (With) vs Without	10	6	12	11																
	149	159	146	165	-		-	-	SD*		SD*	-	-		SD*	-	-		SD*	-

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students  
 (n): non-significant difference (SD\*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.

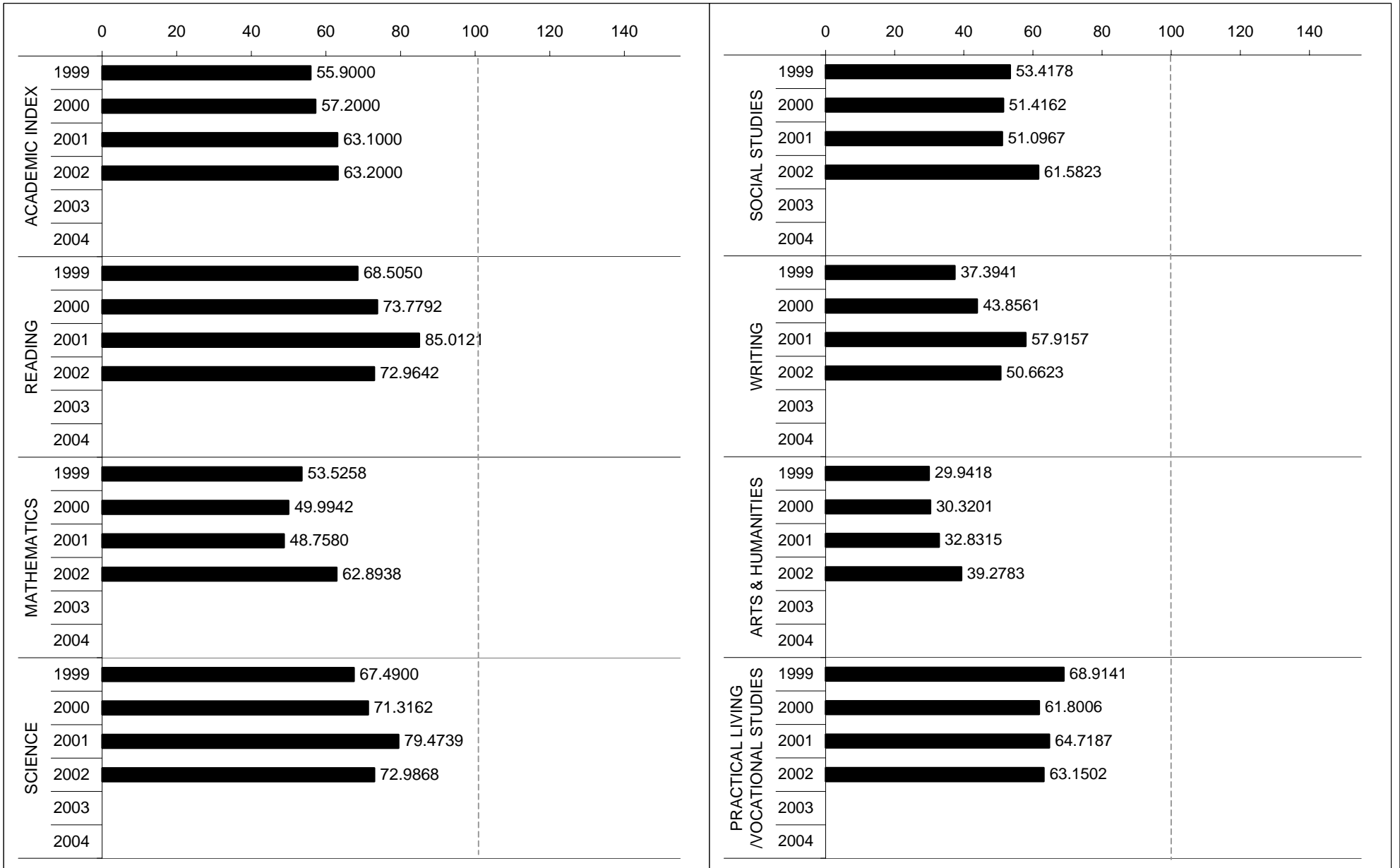


**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**CONTENT AREA INDEX TRENDS**

District: ADAIR CO

Code: 001

Grade: 04/05

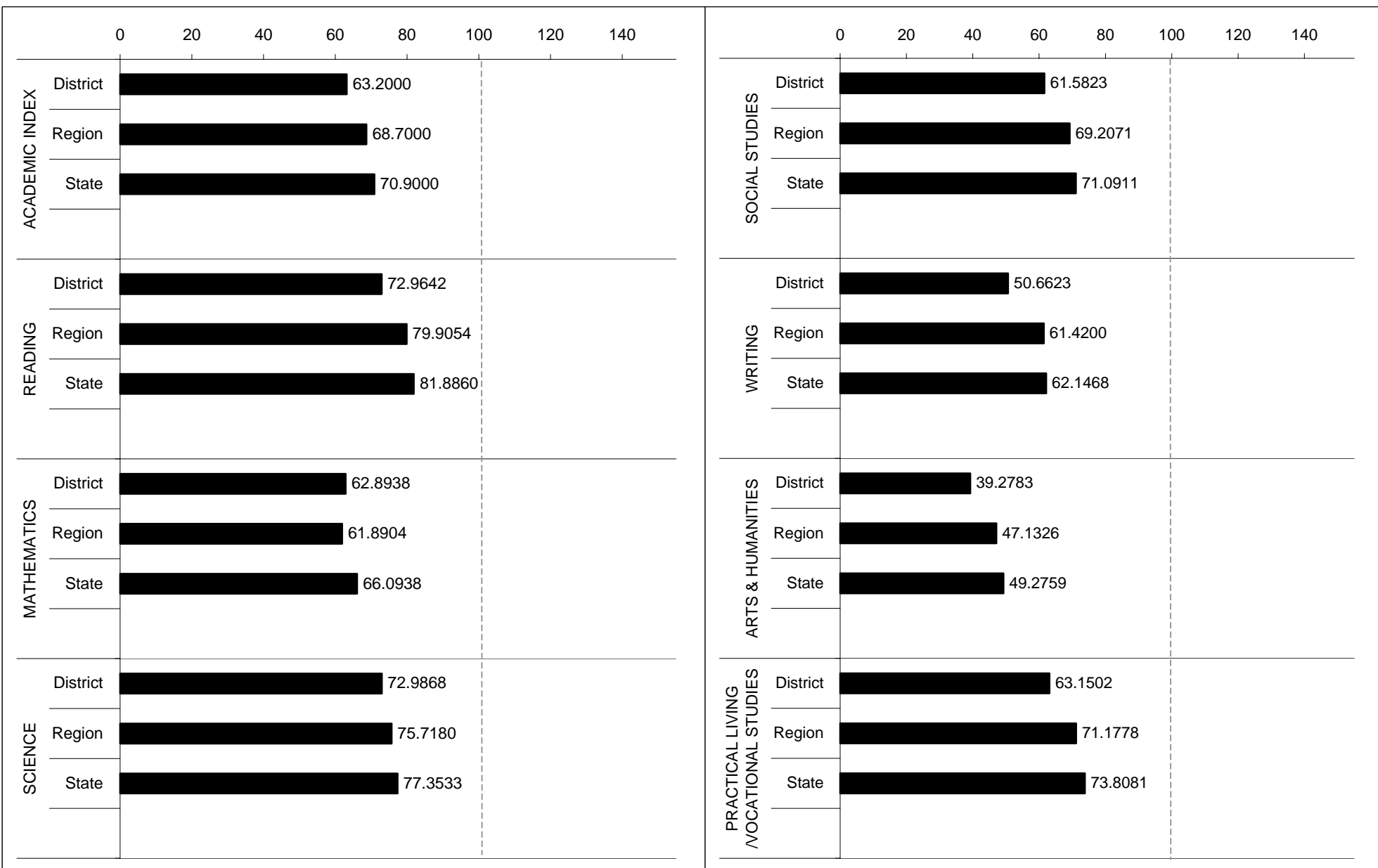


SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
ACADEMIC INDEX COMPARISONS

District: ADAIR CO

Code: 001

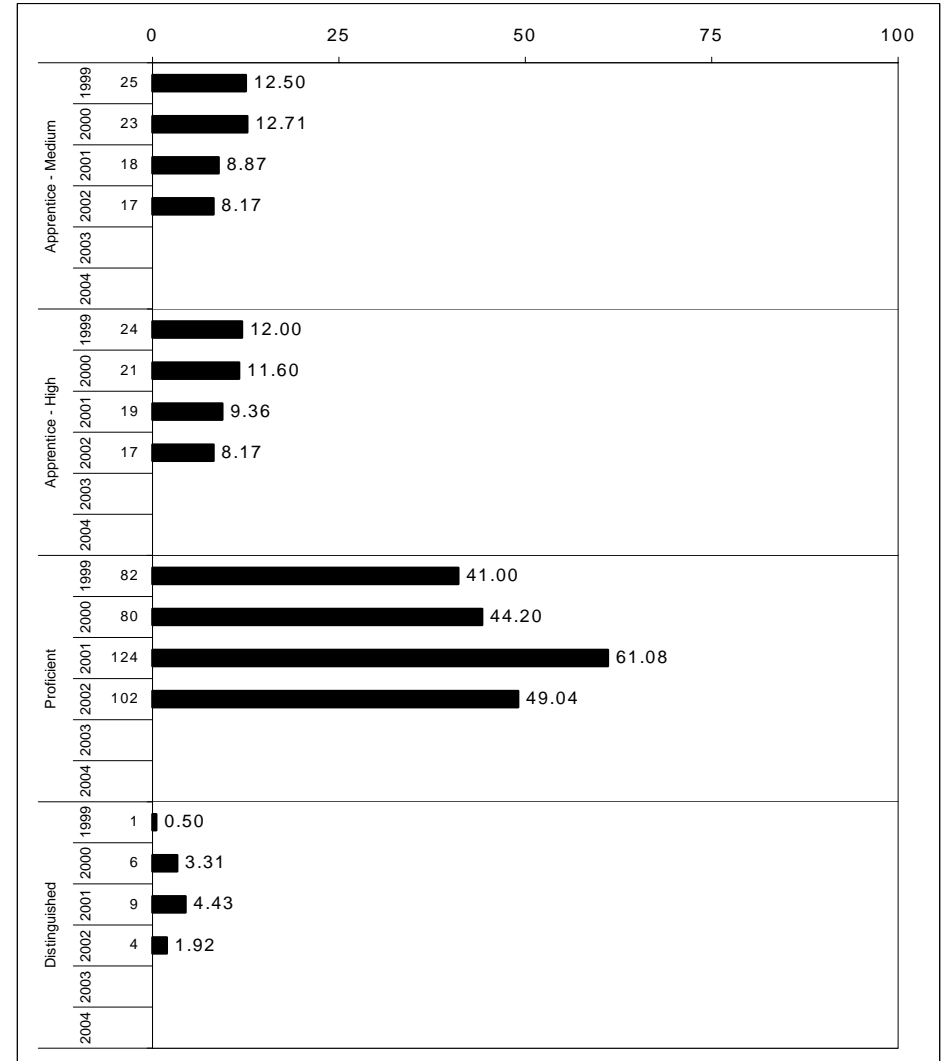
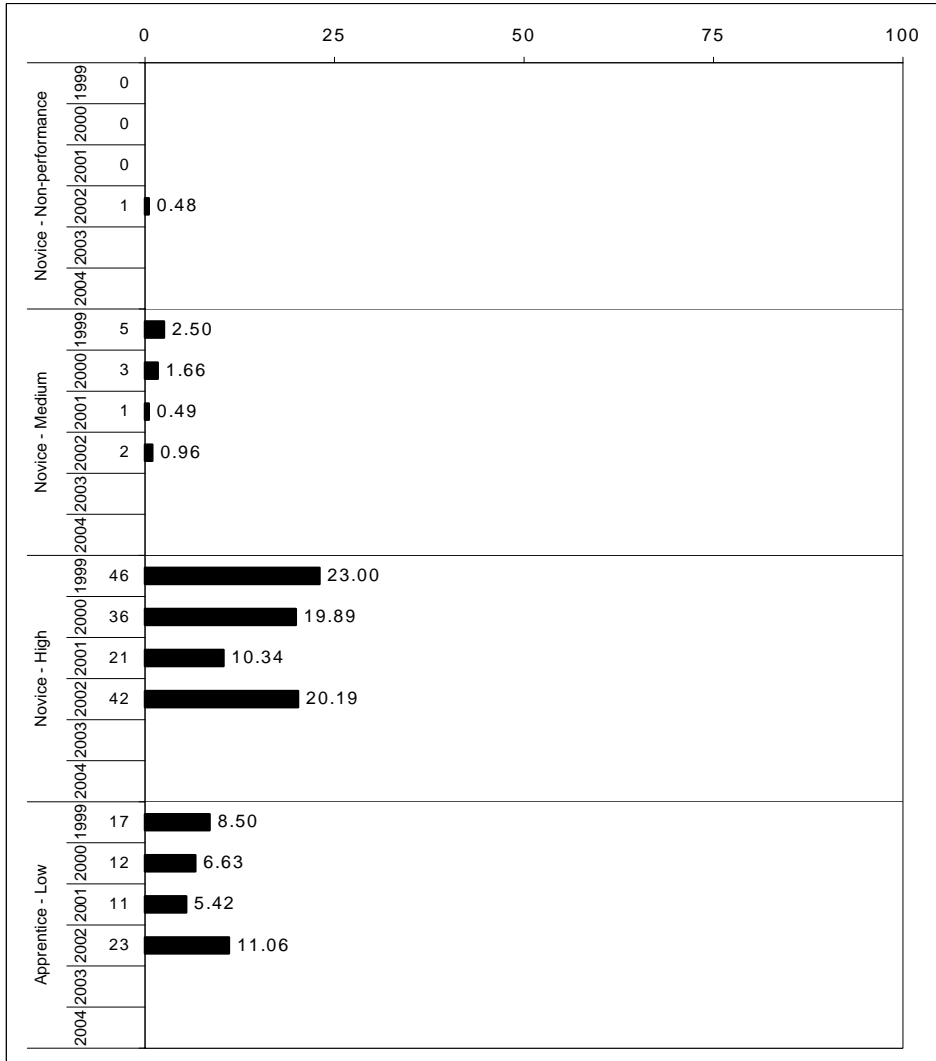
Grade: 04/05





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 04



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 04

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	75	2.1	2.3									
Informational	40	2.2	2.3									
Persuasive	15	2.1	2.2									
Practical/Workplace	20	1.9	2.2									

District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 04

OPEN RESPONSE	No. Items	No. Observations	DISTRICT								STATE								School -State	
			Percents								Mean	Std. Err.	No. Observations	Percents						Mean
			B	0	1	2	3	4	B	0				1	2	3	4			
1.0.x - Literary	15	611	0	8	27	52	13	1	1.7	0.0	146,558	0	4	22	54	17	3	1.9	-0.2	
2.0.x - Informational	8	304	0	7	20	58	15	1	1.8	0.0	73,212	0	3	20	54	18	4	2.0	-0.2	
3.0.x - Persuasive	3	105	0	5	26	59	9	2	1.8	0.1	24,490	0	3	21	57	17	2	1.9	-0.1	
4.0.x - Practical/Workplace	4	204	0	12	30	48	9	1	1.6	0.1	48,852	0	5	22	48	20	5	2.0	-0.4	
MULTIPLE CHOICE			DISTRICT						STATE						School -State Mean					
			No.	Observations	Percents						Mean	Std. Err.	No.	Percents						
					B	0	1	2	3	4				B		0	1	2	3	4
1.0.x - Literary	60	2,444	74	26	0				0.74	0.01	586,232	75	25	0				0.75	-0.01	
2.0.x - Informational	32	1,216	70	29	0				0.70	0.01	292,848	73	27	0				0.73	-0.03	
3.0.x - Persuasive	12	420	68	31	0				0.68	0.02	97,960	70	30	0				0.70	-0.02	
4.0.x - Practical/Workplace	16	816	63	37	0				0.63	0.02	195,408	68	31	0				0.68	-0.05	



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 04

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the reading questions tested things you learned in school	6	<b>3%</b>	(5%)	49	<b>24%</b>	(27%)	102	<b>50%</b>	(45%)	47	<b>23%</b>	(23%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	2	<b>1%</b>	(1%)	8	<b>4%</b>	(2%)	153	<b>75%</b>	(59%)	41	<b>20%</b>	(37%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	7	<b>3%</b>	(3%)	5	<b>2%</b>	(3%)	45	<b>22%</b>	(18%)	146	<b>72%</b>	(74%)	1	<b>0%</b>	(1%)
39 On a typical school day, how much time do you spend reading in classes other than reading class?	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	5	<b>2%</b>	(4%)	117	<b>57%</b>	(51%)	67	<b>33%</b>	(32%)	11	<b>5%</b>	(7%)	3	<b>1%</b>	(5%)
<b>In your class, how often do you do the following:</b>															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
40 listen to an adult read aloud	15	<b>7%</b>	(6%)	84	<b>41%</b>	(32%)	30	<b>15%</b>	(10%)	33	<b>16%</b>	(17%)	41	<b>20%</b>	(34%)
41 use a chart or web when you read	61	<b>30%</b>	(35%)	83	<b>41%</b>	(33%)	22	<b>11%</b>	(11%)	23	<b>11%</b>	(11%)	14	<b>7%</b>	(8%)
42 read stories, poems, or books other than a textbook	12	<b>6%</b>	(5%)	61	<b>30%</b>	(24%)	36	<b>18%</b>	(13%)	40	<b>20%</b>	(22%)	54	<b>26%</b>	(36%)
43 read newspapers or magazines	47	<b>23%</b>	(23%)	78	<b>38%</b>	(33%)	29	<b>14%</b>	(18%)	24	<b>12%</b>	(13%)	26	<b>13%</b>	(11%)
44 spend time thinking or talking about what you are going to read BEFORE you read	48	<b>24%</b>	(21%)	59	<b>29%</b>	(29%)	47	<b>23%</b>	(15%)	34	<b>17%</b>	(17%)	15	<b>7%</b>	(17%)
45 use a computer to read poems, articles, stories, or books	84	<b>41%</b>	(44%)	57	<b>28%</b>	(26%)	30	<b>15%</b>	(10%)	17	<b>8%</b>	(10%)	16	<b>8%</b>	(9%)
46 use a computer to answer questions about poems, articles, stories or books you have read	72	<b>35%</b>	(35%)	55	<b>27%</b>	(27%)	30	<b>15%</b>	(12%)	28	<b>14%</b>	(13%)	18	<b>9%</b>	(12%)
47 write about what you read	39	<b>19%</b>	(15%)	93	<b>46%</b>	(37%)	24	<b>12%</b>	(15%)	26	<b>13%</b>	(16%)	21	<b>10%</b>	(15%)
48 talk about what you read with a teacher or other students	28	<b>14%</b>	(13%)	70	<b>34%</b>	(33%)	40	<b>20%</b>	(14%)	30	<b>15%</b>	(17%)	36	<b>18%</b>	(21%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

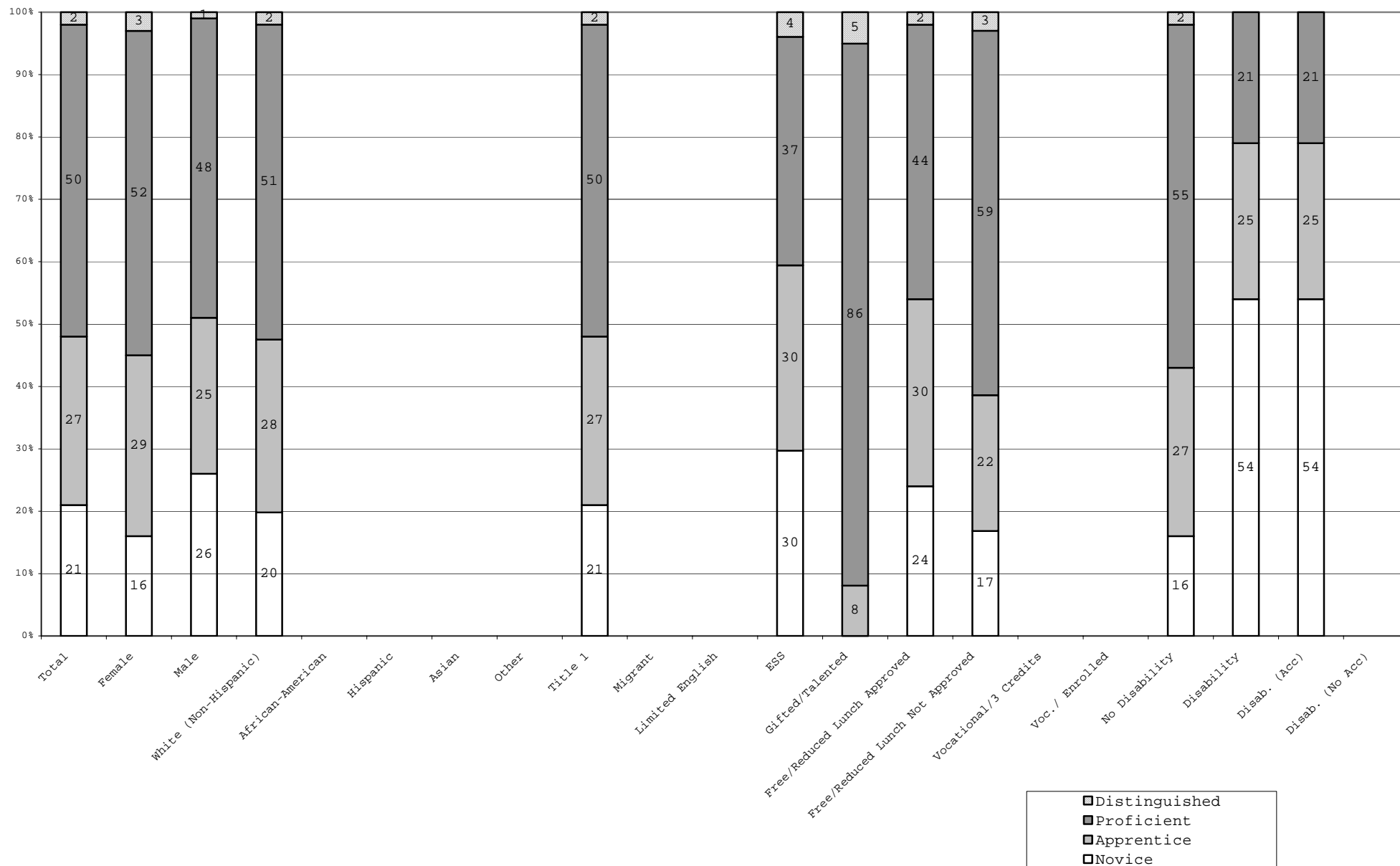
Run Date: 05/07/2003

Page: 19



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 04

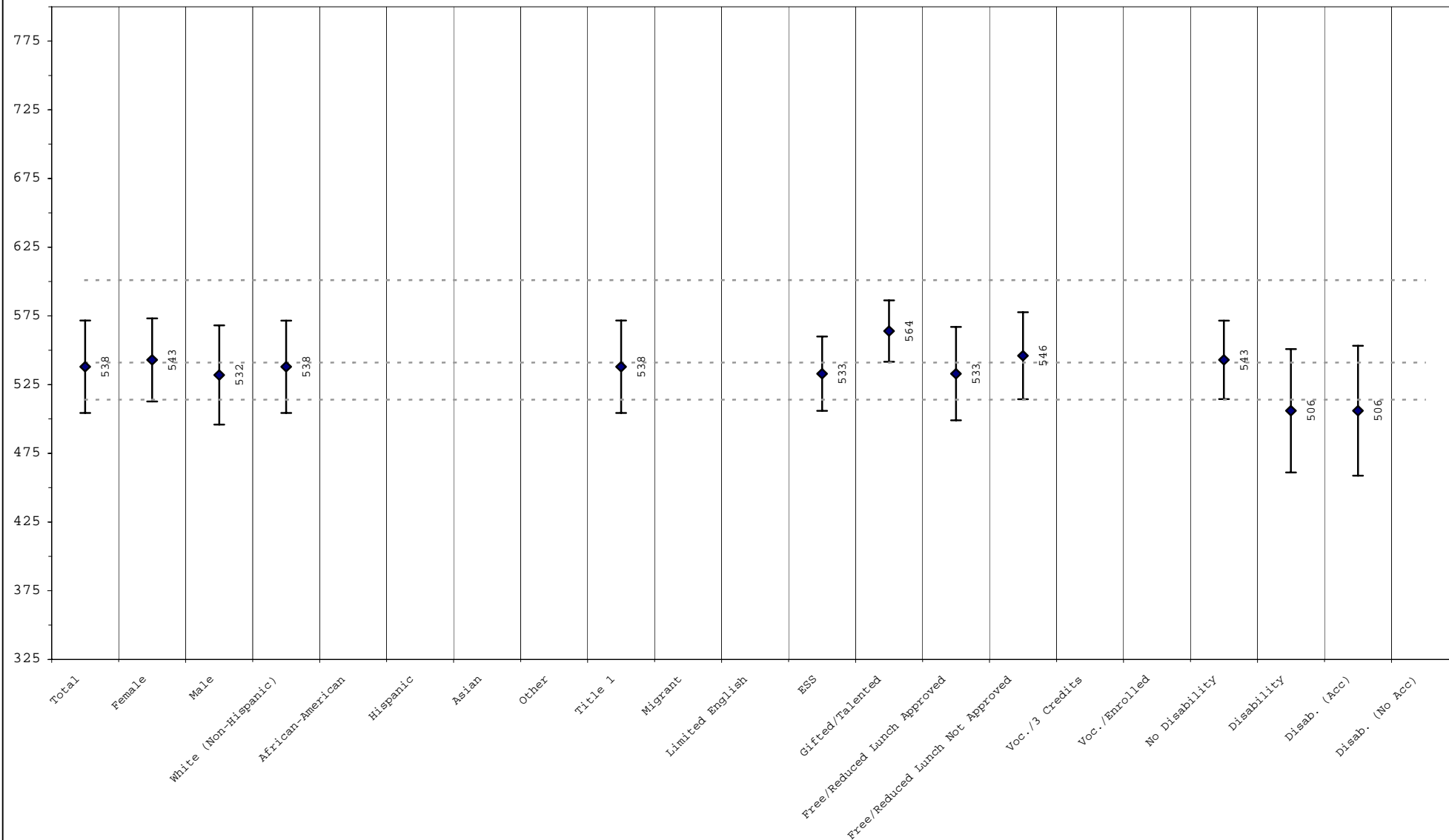


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				204		538 ( 2.4)	7,234		546 ( 0.4)	48,888		548 ( 0.2)
Gender:												
Female				104	51%	543 ( 3.0)	3,566	49%	551 ( 0.6)	23,522	48%	553 ( 0.2)
Male				100	49%	532 ( 3.6)	3,663	51%	540 ( 0.5)	25,332	52%	543 ( 0.2)
Gap Female vs Male						11*			11*			10*
Ethnicity												
White (Non-Hispanic)				189	93%	538 ( 2.4)	6,918	96%	546 ( 0.4)	41,691	85%	550 ( 0.2)
African-American				4	2%		164	2%	534 ( 2.7)	5,494	11%	531 ( 0.5)
Hispanic							28		544 ( 5.9)	528	1%	539 ( 1.6)
Asian				4	2%		19		569 ( 5.0)	305	1%	564 ( 2.0)
Other				4	2%		40	1%	541 ( 5.1)	595	1%	547 ( 1.4)
Gap White vs African American									12*			19*
Gap White vs Hispanic									2			11*
Gap White vs Asian									-23*			-14*
Gap White vs Other									5			3*
Title I												
Participating Students				204	100%	538 ( 2.4)	7,033	97%	545 ( 0.4)	33,183	68%	543 ( 0.2)
Not Participating							201	3%	569 ( 2.3)	15,705	32%	558 ( 0.3)
Gap Participating vs Non-Participating									-24*			-15*
Migrant Program												
Participating Students				4	2%		103	1%	535 ( 3.1)	692	1%	535 ( 1.2)
Not Participating				200	98%	538 ( 2.4)	7,131	99%	546 ( 0.4)	48,196	99%	548 ( 0.2)
Gap Participating vs Non-Participating									-11*			-13*
Limited English Proficiency												
Participating Students							8			214		531 ( 2.5)
Not Participating				204	100%	538 ( 2.4)	7,226	100%	546 ( 0.4)	48,674	100%	548 ( 0.2)
Gap Participating vs Non-Participating												-17*
Extended School Services												
Participating Students				27	13%	533 ( 5.2)	2,408	33%	542 ( 0.7)	15,656	32%	542 ( 0.3)
Not Participating				177	87%	538 ( 2.6)	4,826	67%	548 ( 0.5)	33,232	68%	551 ( 0.2)
Gap Participating vs Non-Participating						-5			-6*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 04

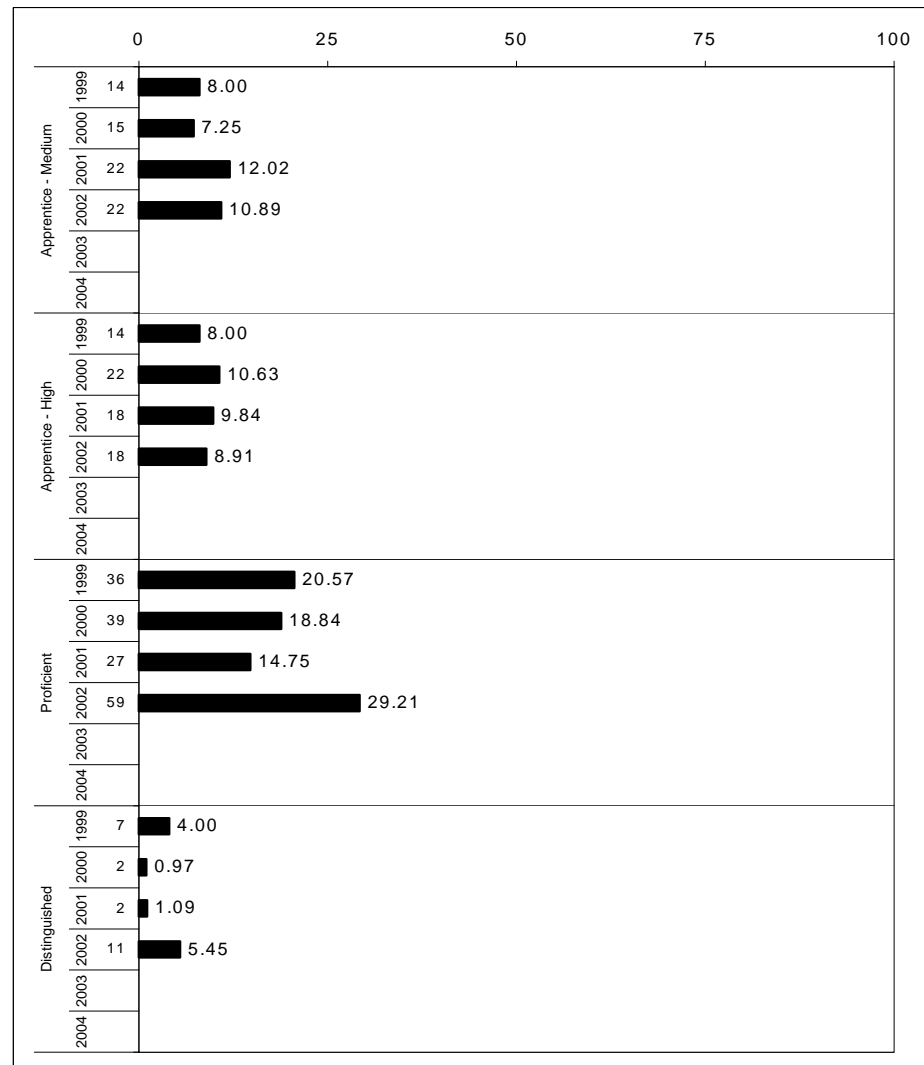
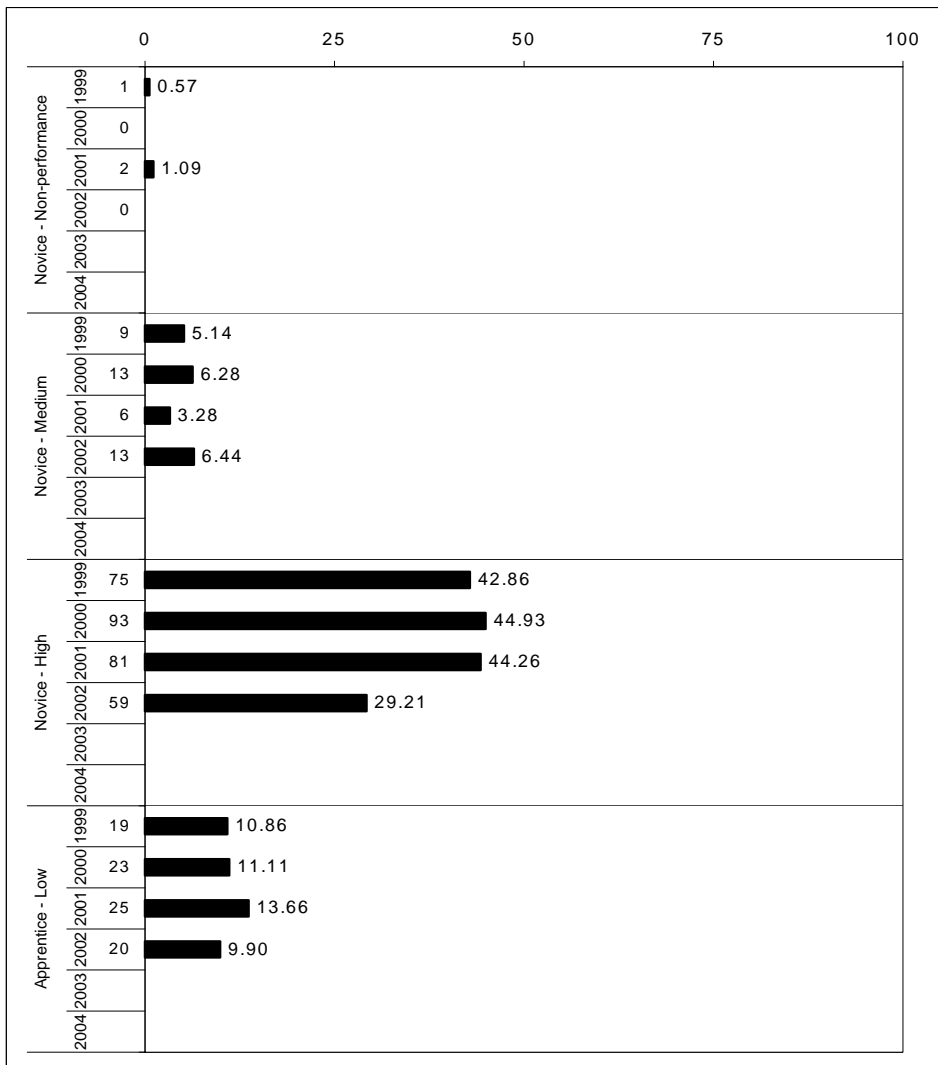
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				37	18%	564 ( 3.7)	1,391	19%	573 ( 0.7)	8,197	17%	578 ( 0.3)
Not Participating				167	82%	532 ( 2.5)	5,843	81%	539 ( 0.4)	40,691	83%	542 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						32*			34*			36*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				126	62%	533 ( 3.0)	4,557	63%	539 ( 0.5)	24,818	51%	538 ( 0.2)
Not Approved (includes not coded)				78	38%	546 ( 3.6)	2,677	37%	557 ( 0.6)	24,070	49%	559 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-13*			-18*			-21*
Disability Status												
Students without Disabilities (includes not coded)				176	86%	543 ( 2.2)	6,296	87%	548 ( 0.4)	42,922	88%	551 ( 0.2)
Students with Disabilities				28	14%	506 ( 8.5)	938	13%	529 ( 1.2)	5,966	12%	528 ( 0.5)
Tested with Accommodations				24	12%	506 ( 9.7)	807	11%	529 ( 1.3)	4,758	10%	529 ( 0.5)
Tested without Accommodations				4	2%		131	2%	527 ( 2.8)	1,208	2%	525 ( 1.2)
<i>Gap With vs Without</i>						-37*			-19*			-23*
Alternate Portfolio				4	2%		53	1%		414	1%	
Exemptions (On-Demand)												
Medical							14			96		
LEP							11			250		
Other										1		

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**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 05



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 05

**MATHEMATICS SUB-DOMAIN MEAN SCORES**

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	73	2.2	2.2									
Geometry/Measurement	42	2.0	2.2									
Probability/Statistics	28	2.1	2.1									
Algebraic Ideas	24	2.0	2.1									

District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 05

OPEN RESPONSE	No.	DISTRICT										STATE								School	
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Number/Computation	16	520	0	18	23	23	19	17	1.9	0.1	132,259	0	15	22	23	22	18	2.0	-0.1		
1.1.x - Concepts	7	235	0	19	26	18	14	22	1.9	0.1	58,050	0	14	22	21	20	23	2.1	-0.2		
1.2.x - Skills	12	381	0	18	23	25	20	14	1.9	0.1	98,942	0	16	23	23	22	16	2.0	-0.1		
1.3.x - Relationships	4	139	0	17	22	24	20	17	2.0	0.1	33,317	0	12	18	26	24	20	2.2	-0.2		
2.x.x - Geometry/Measurement	10	328	0	27	20	21	19	13	1.7	0.1	82,772	0	19	19	26	22	14	1.9	-0.2		
2.1.x - Concepts	5	157	0	31	25	16	20	8	1.5	0.1	41,234	0	20	23	23	22	12	1.8	-0.3		
2.2.x - Skills	7	233	0	31	13	23	16	16	1.7	0.1	58,019	0	23	15	26	20	15	1.9	-0.2		
2.3.x - Relationships	4	133	0	30	22	19	20	10	1.6	0.1	33,158	0	22	23	23	20	11	1.7	-0.1		
3.x.x - Probability/Statistics	8	258	0	20	21	15	31	14	2.0	0.1	66,124	0	21	22	17	21	18	1.9	0.1		
3.1.x - Concepts	2	64	0	27	17	14	20	22	1.9	0.2	16,465	0	33	14	12	13	28	1.9	0.0		
3.2.x - Skills	8	258	0	20	21	15	31	14	2.0	0.1	66,124	0	21	22	17	21	18	1.9	0.1		
3.3.x - Relationships	1	32	0	28	16	6	44	6	1.8	0.2	8,269	0	20	27	14	27	11	1.8	0.0		
4.x.x - Algebraic Ideas	7	228	0	21	27	12	23	16	1.8	0.1	57,885	0	17	22	15	28	17	2.0	-0.2		
4.1.x - Concepts	1	32	0	22	31	9	25	13	1.8	0.2	8,243	0	20	31	17	17	14	1.7	0.1		
4.2.x - Skills	6	196	1	21	26	13	23	16	1.9	0.1	49,642	0	17	21	15	30	17	2.1	-0.2		
4.3.x - Relationships	1	32	0	16	13	22	41	9	2.2	0.2	8,243	0	5	11	13	59	11	2.6	-0.4		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	57	2,285	65	35	0				0.65	0.01	579,280	67	33	0				0.67	-0.02		
1.1.x - Concepts	20	823	65	35	0				0.65	0.02	207,078	69	31	0				0.69	-0.04		
1.2.x - Skills	37	1,457	66	34	0				0.66	0.01	364,715	67	33	0				0.67	-0.01		
1.3.x - Relationships	7	352	61	39	0				0.61	0.03	90,867	66	34	0				0.66	-0.05		
2.x.x - Geometry/Measurement	32	1,207	61	39	0				0.61	0.01	306,040	64	36	0				0.64	-0.03		
2.1.x - Concepts	11	363	57	44	0				0.56	0.03	91,027	63	37	0				0.63	-0.07		
2.2.x - Skills	17	649	63	37	0				0.63	0.02	165,400	64	36	0				0.64	-0.01		
2.3.x - Relationships	7	297	59	41	0				0.59	0.03	74,505	62	38	0				0.62	-0.03		
3.x.x - Probability/Statistics	20	754	65	35	0				0.65	0.02	190,357	65	35	0				0.65	0.00		
3.1.x - Concepts	6	227	67	34	0				0.67	0.03	57,884	67	33	0				0.67	0.00		
3.2.x - Skills	14	526	65	35	0				0.65	0.02	132,445	64	36	0				0.64	0.01		
3.3.x - Relationships	1	32	50	50	0				0.50	0.08	8,269	68	32	0				0.68	-0.18		
4.x.x - Algebraic Ideas	17	652	60	40	0				0.60	0.02	165,364	59	41	0				0.59	0.01		
4.1.x - Concepts	3	102	50	50	0				0.50	0.05	24,892	53	47	0				0.53	-0.03		
4.2.x - Skills	15	582	62	38	0				0.62	0.02	148,715	60	40	0				0.60	0.02		
4.3.x - Relationships	1	31	45	55	0				0.45	0.09	8,240	47	53	0				0.47	-0.02		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	0	<b>0%</b>	(1%)	27	<b>14%</b>	(10%)	126	<b>64%</b>	(52%)	44	<b>22%</b>	(37%)	1	<b>1%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	3	<b>2%</b>	(1%)	3	<b>2%</b>	(2%)	145	<b>73%</b>	(58%)	46	<b>23%</b>	(39%)	1	<b>1%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	2	<b>1%</b>	(2%)	3	<b>2%</b>	(2%)	39	<b>20%</b>	(13%)	151	<b>76%</b>	(81%)	3	<b>2%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	11	<b>6%</b>	(6%)	151	<b>76%</b>	(65%)	14	<b>7%</b>	(9%)	18	<b>9%</b>	(13%)	3	<b>2%</b>	(6%)
40 work on mathematics tasks/projects that require more than one class period	46	<b>23%</b>	(16%)	87	<b>44%</b>	(45%)	16	<b>8%</b>	(14%)	34	<b>17%</b>	(14%)	14	<b>7%</b>	(11%)
41 use a calculator	2	<b>1%</b>	(6%)	61	<b>31%</b>	(38%)	29	<b>15%</b>	(11%)	59	<b>30%</b>	(20%)	45	<b>23%</b>	(24%)
42 use a computer	53	<b>27%</b>	(34%)	61	<b>31%</b>	(28%)	21	<b>11%</b>	(14%)	31	<b>16%</b>	(13%)	31	<b>16%</b>	(10%)
43 write about mathematics	59	<b>30%</b>	(17%)	76	<b>38%</b>	(33%)	24	<b>12%</b>	(13%)	25	<b>13%</b>	(16%)	13	<b>7%</b>	(18%)
44 use hands-on materials other than books, worksheets, calculators or computers	24	<b>12%</b>	(9%)	83	<b>42%</b>	(40%)	25	<b>13%</b>	(14%)	27	<b>14%</b>	(18%)	36	<b>18%</b>	(17%)
45 draw pictures or charts to help explain your thinking	13	<b>7%</b>	(4%)	87	<b>44%</b>	(34%)	35	<b>18%</b>	(16%)	37	<b>19%</b>	(25%)	25	<b>13%</b>	(20%)
46 discuss different ways to solve problems	3	<b>2%</b>	(3%)	41	<b>21%</b>	(18%)	27	<b>14%</b>	(12%)	57	<b>29%</b>	(25%)	68	<b>34%</b>	(41%)
47 receive notes or comments about your work that help you understand mathematics	43	<b>22%</b>	(15%)	72	<b>36%</b>	(34%)	25	<b>13%</b>	(14%)	37	<b>19%</b>	(18%)	18	<b>9%</b>	(18%)
48 work on mathematics that is about real-life experiences	37	<b>19%</b>	(13%)	76	<b>38%</b>	(32%)	24	<b>12%</b>	(14%)	31	<b>16%</b>	(19%)	29	<b>15%</b>	(21%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

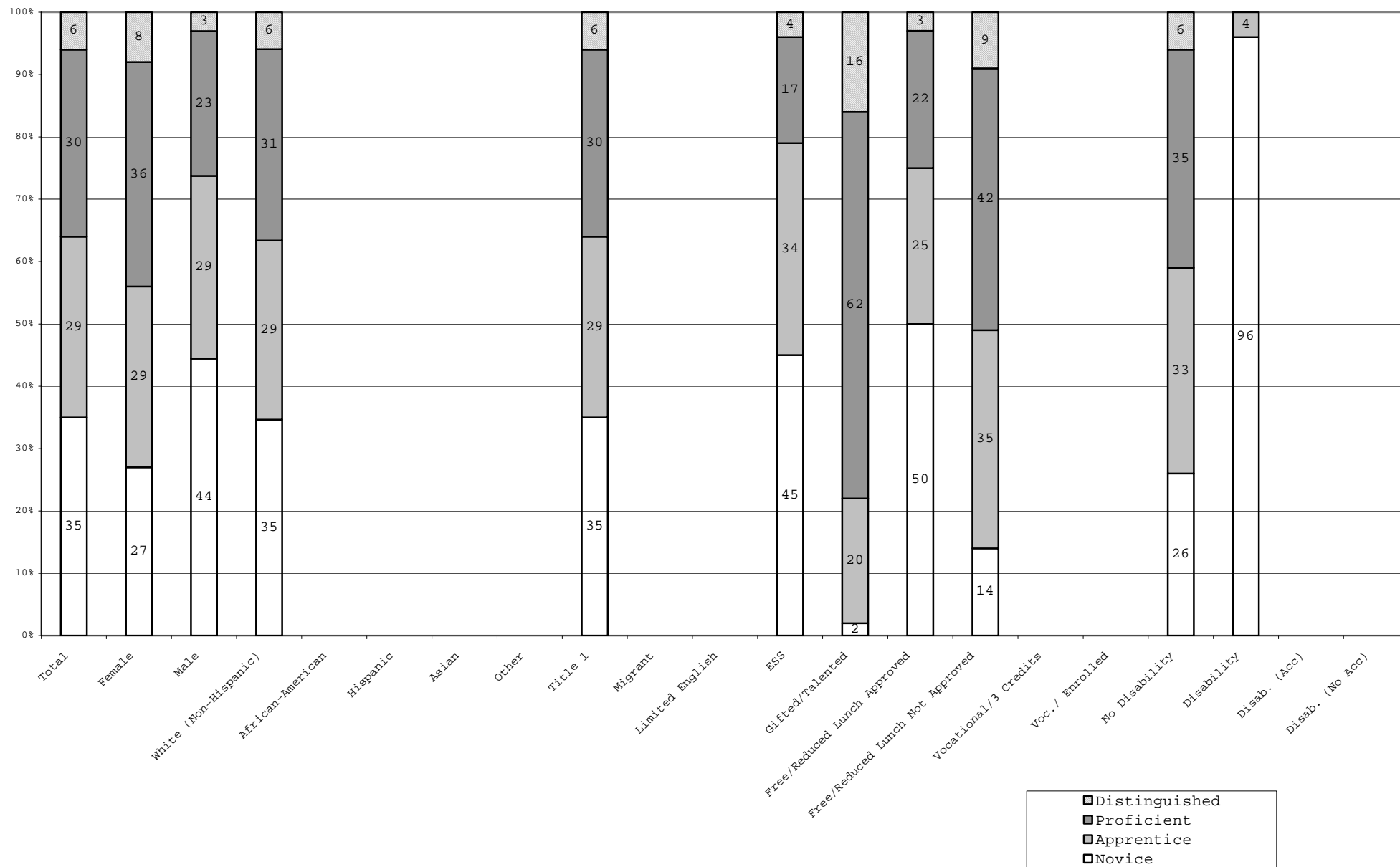
Run Date: 05/07/2003

Page: 27



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 05

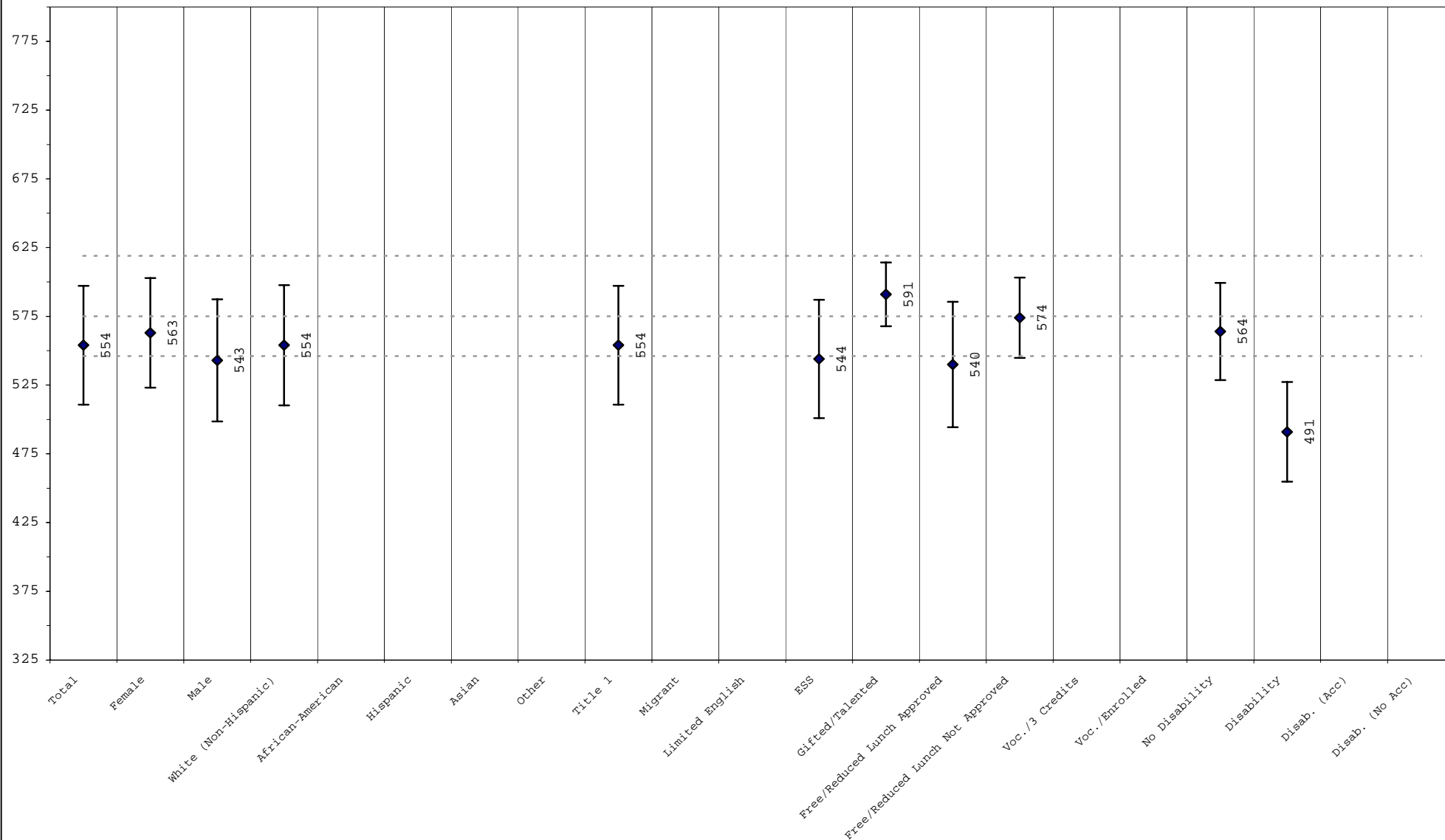


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				198		554 ( 3.1)	7,348		556 ( 0.5)	49,793		561 ( 0.2)
Gender:												
Female				103	52%	563 ( 3.9)	3,649	50%	558 ( 0.7)	24,359	49%	562 ( 0.3)
Male				95	48%	543 ( 4.6)	3,689	50%	553 ( 0.7)	25,404	51%	559 ( 0.3)
Gap Female vs Male						20*			5*			3*
Ethnicity												
White (Non-Hispanic)				188	95%	554 ( 3.2)	7,045	96%	556 ( 0.5)	42,731	86%	563 ( 0.2)
African-American				9	5%		174	2%	539 ( 2.6)	5,488	11%	539 ( 0.6)
Hispanic							34		552 ( 5.9)	496	1%	554 ( 1.9)
Asian				1	1%		7			299	1%	592 ( 2.5)
Other							49	1%	554 ( 6.4)	593	1%	557 ( 1.9)
Gap White vs African American									17*			24*
Gap White vs Hispanic									4			9*
Gap White vs Asian												-29*
Gap White vs Other									2			6*
Title I												
Participating Students				198	100%	554 ( 3.1)	6,950	95%	555 ( 0.5)	33,214	67%	554 ( 0.2)
Not Participating							398	5%	563 ( 2.3)	16,579	33%	573 ( 0.3)
Gap Participating vs Non-Participating									-8*			-19*
Migrant Program												
Participating Students				7	4%		142	2%	542 ( 3.3)	685	1%	543 ( 1.5)
Not Participating				191	96%	555 ( 3.1)	7,206	98%	556 ( 0.5)	49,108	99%	561 ( 0.2)
Gap Participating vs Non-Participating									-14*			-18*
Limited English Proficiency												
Participating Students							9			188		549 ( 3.3)
Not Participating				198	100%	554 ( 3.1)	7,339	100%	556 ( 0.5)	49,605	100%	561 ( 0.2)
Gap Participating vs Non-Participating												-12*
Extended School Services												
Participating Students				47	24%	544 ( 6.3)	2,227	30%	551 ( 0.8)	12,749	26%	550 ( 0.4)
Not Participating				151	76%	557 ( 3.5)	5,121	70%	557 ( 0.6)	37,044	74%	564 ( 0.2)
Gap Participating vs Non-Participating						-13			-6*			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 05

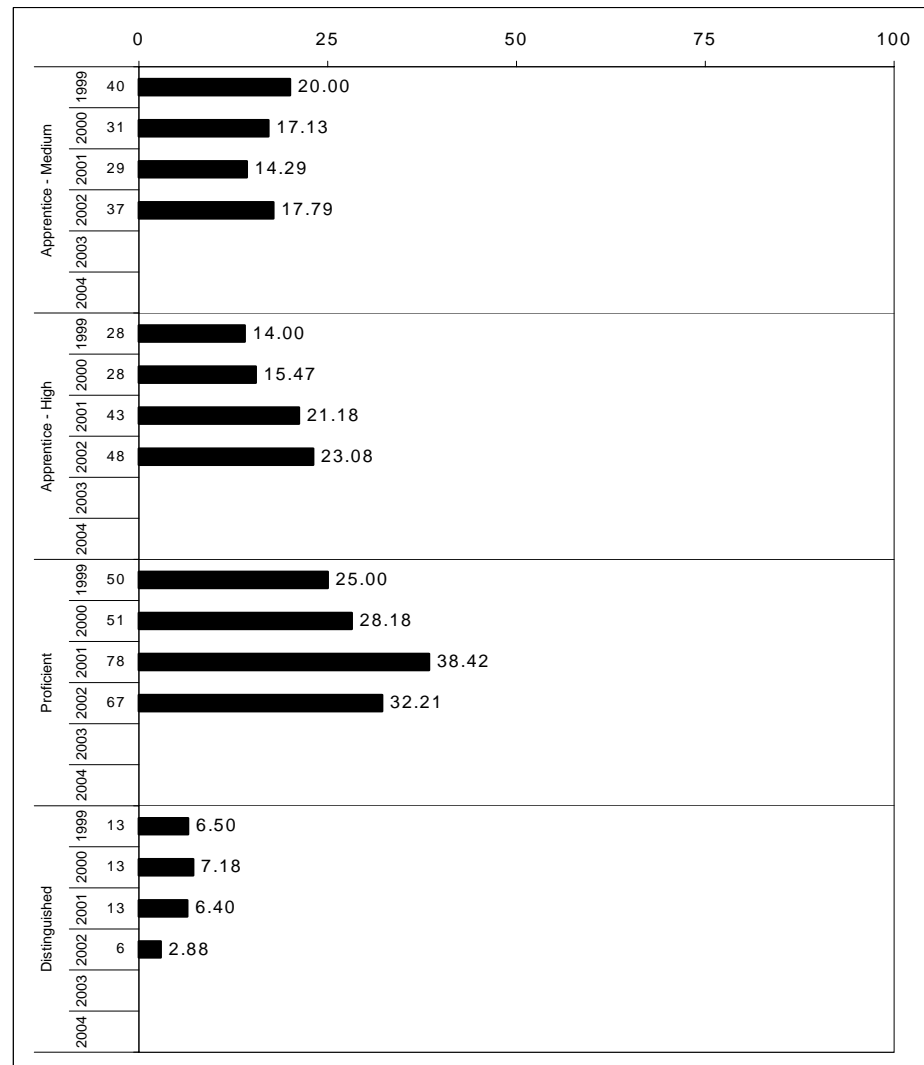
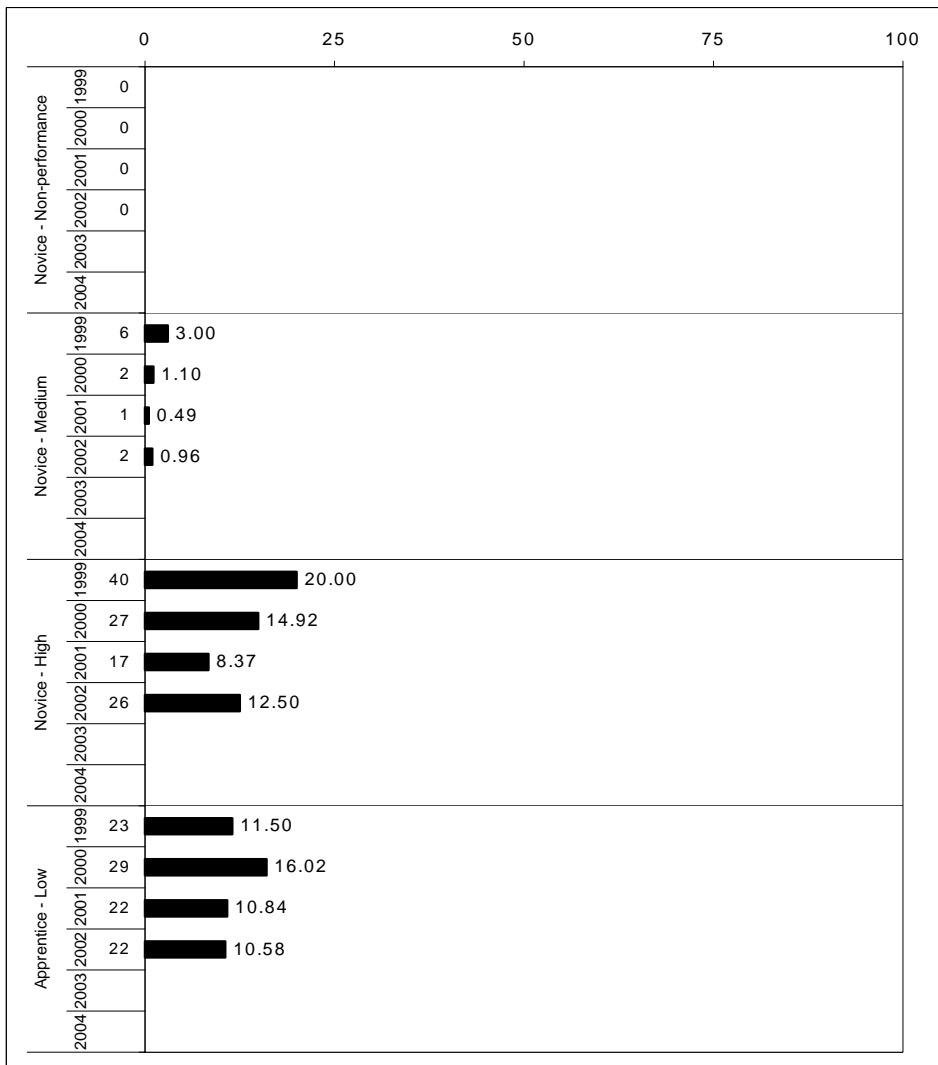
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				45	23%	591 ( 3.5)	1,568	21%	590 ( 0.9)	9,045	18%	598 ( 0.4)
Not Participating				153	77%	543 ( 3.4)	5,780	79%	546 ( 0.5)	40,748	82%	552 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						48*			44*			46*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				119	60%	540 ( 4.2)	4,550	62%	546 ( 0.6)	24,641	49%	547 ( 0.3)
Not Approved (includes not coded)				79	40%	574 ( 3.3)	2,798	38%	571 ( 0.7)	25,152	51%	574 ( 0.3)
<i>Gap Approved vs Not Approved</i>						-34*			-25*			-27*
Disability Status												
Students without Disabilities (includes not coded)				171	86%	564 ( 2.7)	6,419	87%	561 ( 0.5)	43,602	88%	565 ( 0.2)
Students with Disabilities				27	14%	491 ( 7.0)	929	13%	520 ( 1.7)	6,191	12%	527 ( 0.7)
Tested with Accommodations				18	9%		784	11%	520 ( 1.8)	5,006	10%	525 ( 0.7)
Tested without Accommodations				9	5%		145	2%	522 ( 4.6)	1,185	2%	532 ( 1.6)
<i>Gap With vs Without</i>						-73*			-41*			-38*
Alternate Portfolio				4	2%		53	1%		414	1%	
Exemptions (On-Demand)												
Medical							15			114		
LEP							8			216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 04



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.

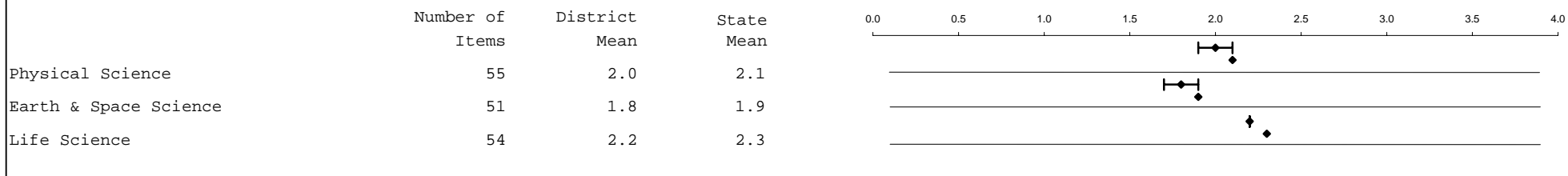




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 04

SCIENCE SUB-DOMAIN MEAN SCORES



District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 04

OPEN RESPONSE	No.	DISTRICT										STATE									School
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.x.x - Physical Science	12	408	0	21	26	27	21	5	1.6	0.1	97,704	0	18	27	29	18	8	1.7	-0.1		
1.1.x - Object/Material Properties	3	100	0	27	27	20	18	8	1.5	0.1	24,377	0	20	23	27	15	14	1.8	-0.3		
1.2.x - Object's Positions/Motions	3	105	0	15	35	35	13	1	1.5	0.1	24,464	0	16	35	32	14	3	1.5	0.0		
1.3.x - Light/Heat/Elec./Magnetism	7	237	0	19	20	26	29	5	1.8	0.1	56,990	0	19	24	28	22	7	1.8	0.0		
2.x.x - Earth & Space Science	11	376	1	27	28	28	12	5	1.4	0.1	89,581	0	24	30	26	14	5	1.5	-0.1		
2.1.x - Earth Materials:Properties	3	99	2	37	28	20	10	2	1.1	0.1	24,354	0	26	30	25	13	6	1.4	-0.3		
2.2.x - Objects in the Sky	1	39	0	3	23	49	26	0	2.0	0.1	8,231	0	3	14	46	29	7	2.2	-0.2		
2.3.x - Earth/Sky Changes	7	238	0	26	29	28	11	7	1.4	0.1	56,996	0	26	33	24	12	5	1.4	0.0		
3.x.x - Life Science	15	512	0	8	21	40	24	6	2.0	0.0	122,179	0	7	20	39	25	9	2.1	-0.1		
3.1.x - Organisms:Characteristics	9	315	0	7	17	42	29	6	2.1	0.1	73,418	0	5	18	40	28	10	2.2	-0.1		
3.2.x - Life Cycle of Organisms	1	33	0	6	12	42	33	6	2.2	0.2	8,138	0	4	15	37	35	10	2.3	-0.1		
3.3.x - Organisms:Environment	7	236	1	10	28	37	18	6	1.8	0.1	56,975	0	11	23	37	21	8	1.9	-0.1		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Physical Science	43	1,697	68	32	0				0.68	0.01	407,060	69	31	0				0.69	-0.01		
1.1.x - Object/Material Properties	11	447	68	32	0				0.68	0.02	105,935	71	29	0				0.71	-0.03		
1.2.x - Object's Positions/Motions	10	441	78	22	0				0.78	0.02	105,842	78	22	0				0.78	0.00		
1.3.x - Light/Heat/Elec./Magnetism	24	880	63	37	0				0.63	0.02	211,637	65	35	0				0.64	-0.01		
2.x.x - Earth & Space Science	40	1,633	66	34	0				0.66	0.01	390,805	66	34	0				0.66	0.00		
2.1.x - Earth Materials:Properties	14	581	63	37	0				0.63	0.02	138,422	68	32	0				0.68	-0.05		
2.2.x - Objects in the Sky	4	171	70	30	0				0.70	0.04	40,740	70	30	0				0.70	0.00		
2.3.x - Earth/Sky Changes	23	913	66	34	0				0.66	0.02	219,766	64	36	0				0.64	0.02		
3.x.x - Life Science	39	1,632	68	32	0				0.68	0.01	390,833	69	31	0				0.69	-0.01		
3.1.x - Organisms:Characteristics	20	808	63	37	0				0.63	0.02	195,285	67	33	0				0.67	-0.04		
3.2.x - Life Cycle of Organisms	9	376	75	25	0				0.75	0.02	89,581	70	30	0				0.70	0.05		
3.3.x - Organisms:Environment	13	554	70	30	0				0.70	0.02	130,446	69	31	0				0.69	0.01		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 04

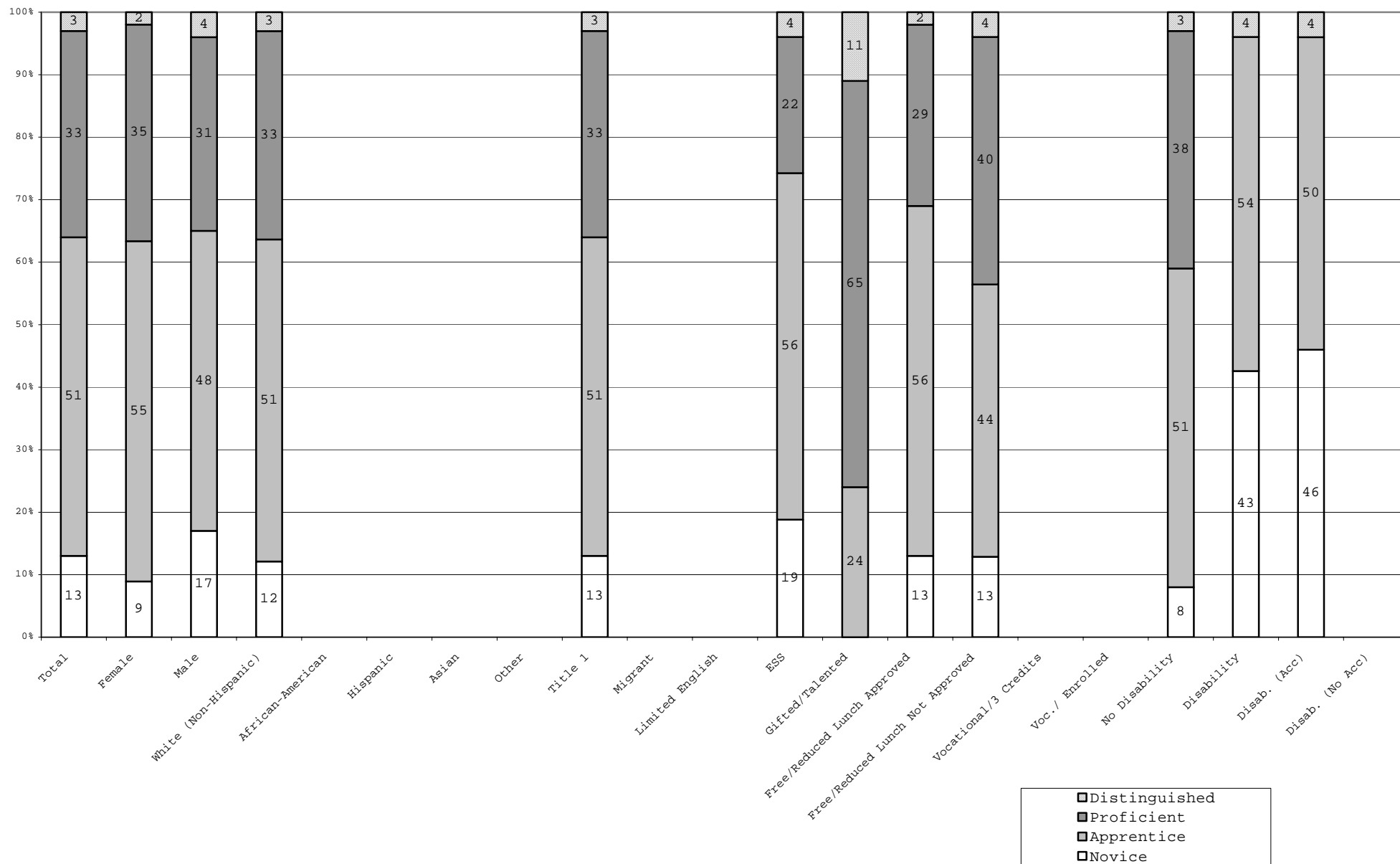
	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	1	<b>0%</b>	(2%)	37	<b>18%</b>	(18%)	108	<b>53%</b>	(51%)	57	<b>28%</b>	(28%)	1	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	6	<b>3%</b>	(1%)	5	<b>2%</b>	(3%)	131	<b>64%</b>	(56%)	61	<b>30%</b>	(38%)	1	<b>0%</b>	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	6	<b>3%</b>	(3%)	4	<b>2%</b>	(3%)	33	<b>16%</b>	(16%)	160	<b>78%</b>	(76%)	1	<b>0%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	18	<b>9%</b>	(11%)	83	<b>41%</b>	(32%)	19	<b>9%</b>	(10%)	44	<b>22%</b>	(20%)	37	<b>18%</b>	(26%)
40 read about science in magazines or books other than a textbook	48	<b>24%</b>	(19%)	84	<b>41%</b>	(37%)	29	<b>14%</b>	(15%)	24	<b>12%</b>	(16%)	18	<b>9%</b>	(12%)
41 work on worksheets	3	<b>1%</b>	(2%)	57	<b>28%</b>	(22%)	22	<b>11%</b>	(10%)	66	<b>32%</b>	(25%)	54	<b>26%</b>	(39%)
42 work with other students in pairs, small groups or teams	17	<b>8%</b>	(6%)	124	<b>61%</b>	(52%)	30	<b>15%</b>	(15%)	22	<b>11%</b>	(17%)	9	<b>4%</b>	(9%)
43 watch your teacher do a science experiment/demonstration	4	<b>2%</b>	(7%)	117	<b>57%</b>	(49%)	35	<b>17%</b>	(15%)	29	<b>14%</b>	(16%)	18	<b>9%</b>	(12%)
44 watch a video	3	<b>1%</b>	(4%)	95	<b>47%</b>	(48%)	44	<b>22%</b>	(18%)	45	<b>22%</b>	(18%)	15	<b>7%</b>	(12%)
45 do experiments/investigations about things in which you are interested	29	<b>14%</b>	(13%)	96	<b>47%</b>	(44%)	32	<b>16%</b>	(17%)	29	<b>14%</b>	(15%)	16	<b>8%</b>	(9%)
46 do experiments/investigations about things your teacher wants you to study	20	<b>10%</b>	(8%)	93	<b>46%</b>	(40%)	34	<b>17%</b>	(18%)	36	<b>18%</b>	(17%)	19	<b>9%</b>	(15%)
47 use equipment like rulers or magnets in your experiments/investigations	19	<b>9%</b>	(8%)	104	<b>51%</b>	(44%)	38	<b>19%</b>	(17%)	19	<b>9%</b>	(17%)	20	<b>10%</b>	(12%)
48 draw or write about your experiments/investigations	25	<b>12%</b>	(10%)	96	<b>47%</b>	(39%)	32	<b>16%</b>	(19%)	33	<b>16%</b>	(17%)	16	<b>8%</b>	(14%)
49 talk about your experiments/investigations with a teacher or other students	22	<b>11%</b>	(12%)	89	<b>44%</b>	(36%)	38	<b>19%</b>	(17%)	38	<b>19%</b>	(17%)	16	<b>8%</b>	(17%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SCIENCE DISAGGREGATION  
Performance Level Percents

District: ADAIR CO  
Code: 001  
Grade: 04

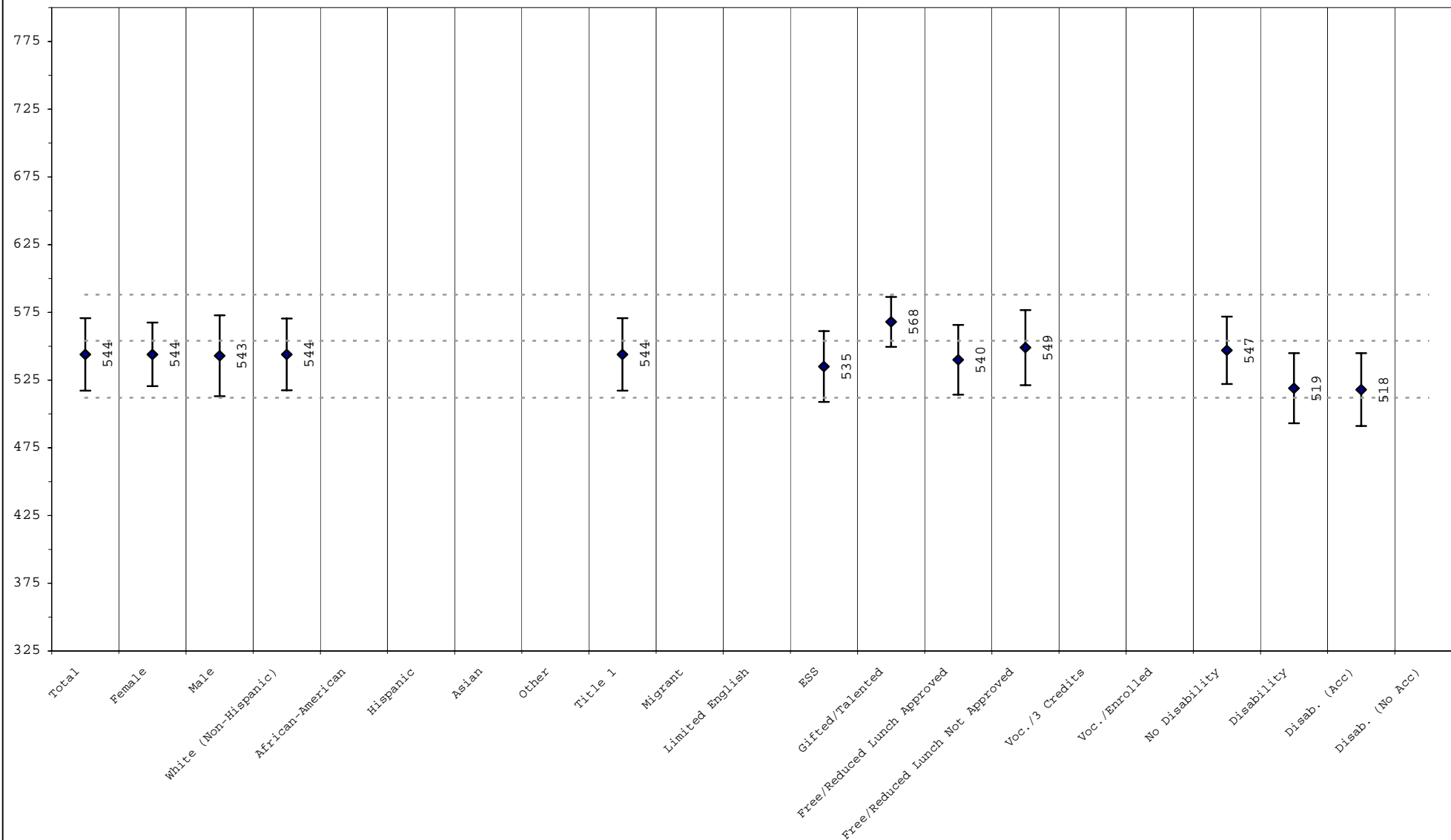


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				204		544 ( 1.9)	7,234		545 ( 0.4)	48,888		546 ( 0.1)
Gender:												
Female				104	51%	544 ( 2.3)	3,566	49%	545 ( 0.5)	23,522	48%	546 ( 0.2)
Male				100	49%	543 ( 3.0)	3,663	51%	545 ( 0.5)	25,332	52%	546 ( 0.2)
Gap Female vs Male						1						
Ethnicity												
White (Non-Hispanic)				189	93%	544 ( 1.9)	6,918	96%	545 ( 0.4)	41,691	85%	549 ( 0.1)
African-American				4	2%		164	2%	531 ( 2.4)	5,494	11%	527 ( 0.5)
Hispanic							28		541 ( 5.1)	528	1%	535 ( 1.6)
Asian				4	2%		19		566 ( 5.9)	305	1%	559 ( 1.8)
Other				4	2%		40	1%	541 ( 3.5)	595	1%	543 ( 1.3)
Gap White vs African American									14*			22*
Gap White vs Hispanic									4			14*
Gap White vs Asian									-21*			-10*
Gap White vs Other									4			6*
Title I												
Participating Students				204	100%	544 ( 1.9)	7,033	97%	544 ( 0.4)	33,183	68%	542 ( 0.2)
Not Participating							201	3%	555 ( 2.0)	15,705	32%	554 ( 0.2)
Gap Participating vs Non-Participating									-11*			-12*
Migrant Program												
Participating Students				4	2%		103	1%	539 ( 3.1)	692	1%	537 ( 1.2)
Not Participating				200	98%	544 ( 1.9)	7,131	99%	545 ( 0.4)	48,196	99%	546 ( 0.1)
Gap Participating vs Non-Participating									-6			-9*
Limited English Proficiency												
Participating Students							8			214		526 ( 2.7)
Not Participating				204	100%	544 ( 1.9)	7,226	100%	545 ( 0.4)	48,674	100%	546 ( 0.1)
Gap Participating vs Non-Participating												-20*
Extended School Services												
Participating Students				27	13%	535 ( 5.0)	2,408	33%	543 ( 0.6)	15,656	32%	541 ( 0.2)
Not Participating				177	87%	545 ( 2.0)	4,826	67%	546 ( 0.4)	33,232	68%	548 ( 0.2)
Gap Participating vs Non-Participating						-10			-3*			-7*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 04

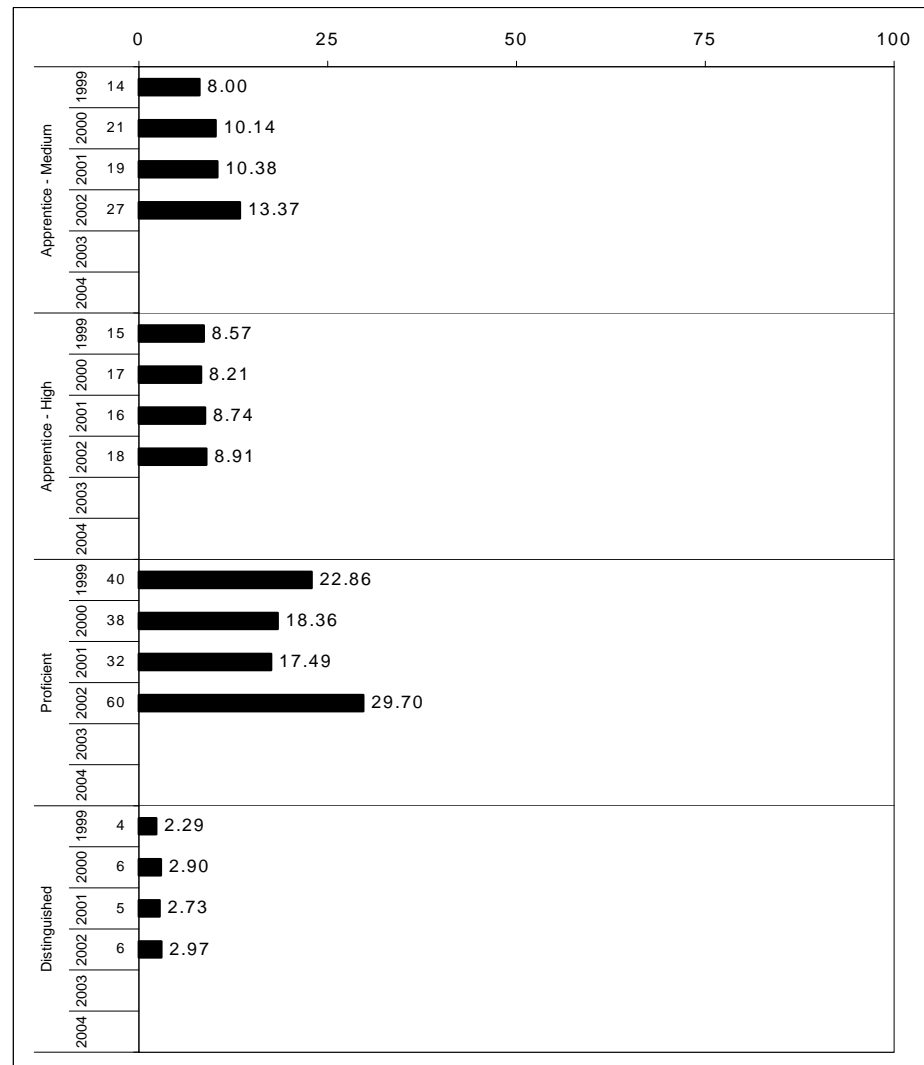
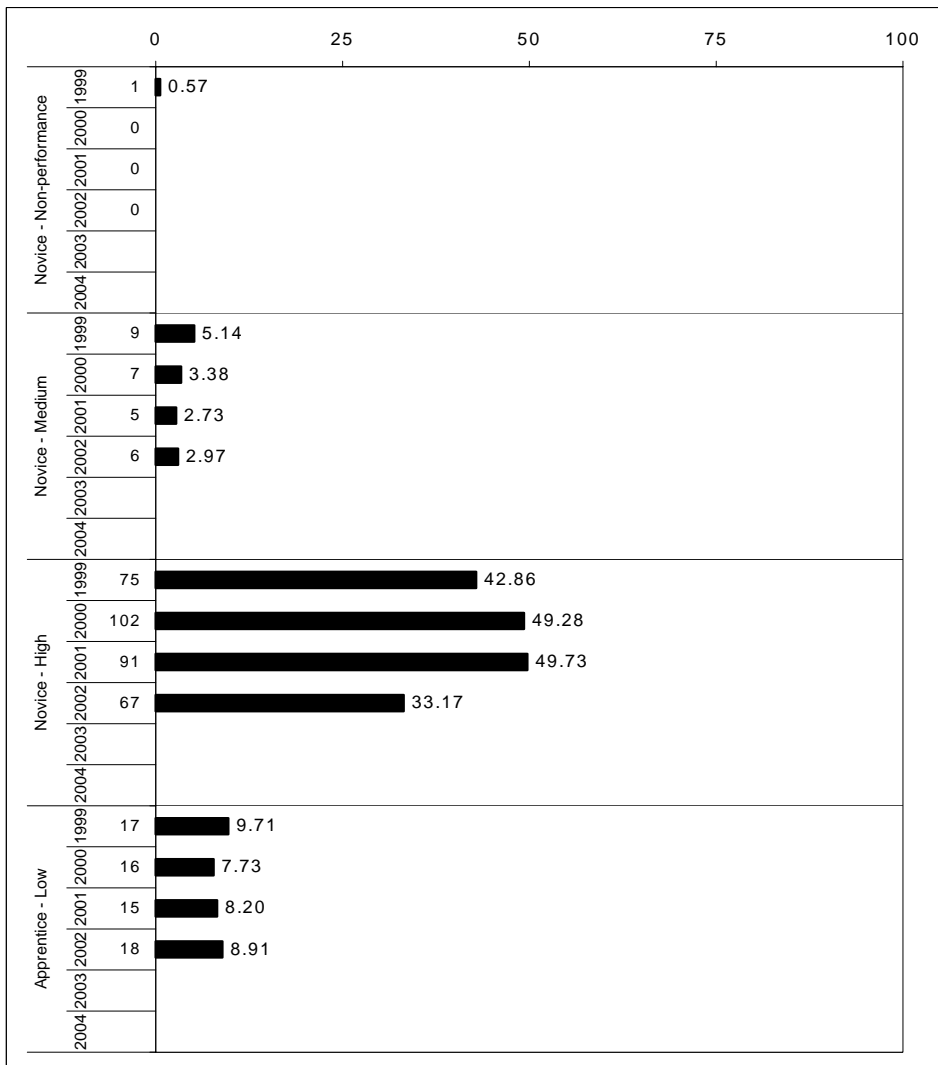
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				37	18%	568 ( 3.0)	1,391	19%	567 ( 0.6)	8,197	17%	571 ( 0.3)
Not Participating				167	82%	538 ( 2.0)	5,843	81%	539 ( 0.4)	40,691	83%	541 ( 0.1)
<i>Gap Participating vs Non-Participating</i>						30*			28*			30*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				126	62%	540 ( 2.3)	4,557	63%	539 ( 0.4)	24,818	51%	537 ( 0.2)
Not Approved (includes not coded)				78	38%	549 ( 3.1)	2,677	37%	554 ( 0.6)	24,070	49%	555 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-9*			-15*			-18*
Disability Status												
Students without Disabilities (includes not coded)				176	86%	547 ( 1.9)	6,296	87%	547 ( 0.4)	42,922	88%	548 ( 0.1)
Students with Disabilities				28	14%	519 ( 4.9)	938	13%	530 ( 1.1)	5,966	12%	529 ( 0.5)
Tested with Accommodations				24	12%	518 ( 5.5)	807	11%	531 ( 1.1)	4,758	10%	530 ( 0.5)
Tested without Accommodations				4	2%		131	2%	525 ( 3.4)	1,208	2%	525 ( 1.3)
<i>Gap With vs Without</i>						-28*			-17*			-19*
Alternate Portfolio				4	2%		53	1%		414	1%	
Exemptions (On-Demand)												
Medical							14			96		
LEP							11			250		
Other										1		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 05



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.

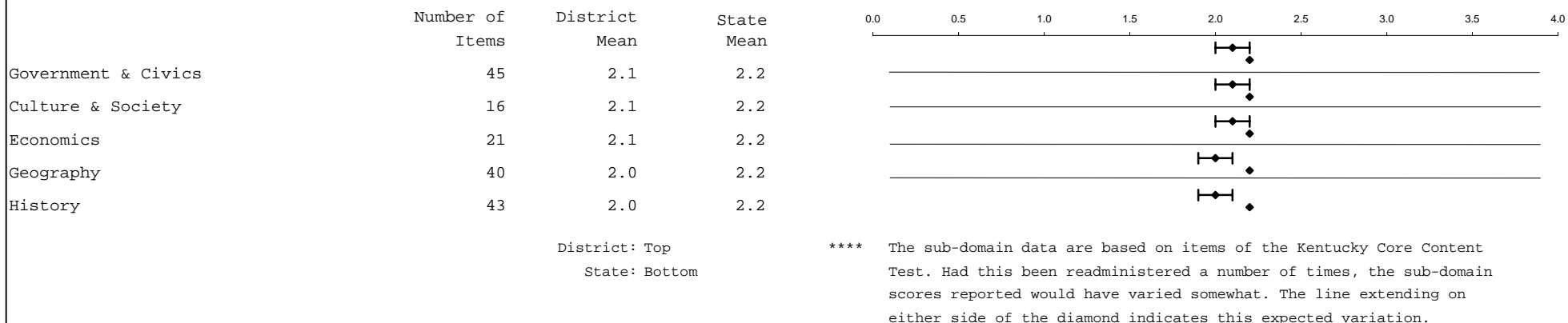




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 05

**SOCIAL STUDIES SUB-DOMAIN MEAN SCORES**



**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 05

OPEN RESPONSE	No. Items	DISTRICT										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Government & Civics	9	296	0	7	31	44	15	3	1.8	0.1	74,549	0	9	26	39	20	5	1.8	0.0		
1.1.x - People Form Governments	4	133	0	6	26	47	20	2	1.9	0.1	33,133	0	7	23	41	24	5	2.0	-0.1		
1.2.x - Limited and Shared Power	1	37	0	8	30	54	5	3	1.6	0.2	8,426	1	5	26	45	18	4	1.9	-0.3		
1.3.x - Citizen:Rights&Responsib.	6	195	0	9	33	42	12	4	1.7	0.1	49,658	0	12	28	37	18	5	1.8	-0.1		
2.x.x - Culture & Society	4	127	0	7	37	31	22	3	1.8	0.1	32,974	0	5	29	43	18	4	1.9	-0.1		
2.1.x - Culture is a System	1	33	0	24	42	27	6	0	1.2	0.2	8,226	1	12	36	37	13	2	1.6	-0.4		
2.2.x - Cultures Address Needs	1	32	0	0	9	38	47	6	2.5	0.1	8,270	0	2	20	53	20	5	2.1	0.4		
2.3.x - Social Institutions	2	62	0	2	48	29	18	3	1.7	0.1	16,478	0	3	30	41	20	6	1.9	-0.2		
2.4.x - Social Interactions	0	0									0										
3.x.x - Economics	5	164	0	4	23	52	16	4	1.9	0.1	41,447	0	7	18	46	21	8	2.0	-0.1		
3.1.x - Economic Problem:Scarcity	2	69	0	0	20	55	20	4	2.1	0.1	16,696	0	3	11	49	26	11	2.3	-0.2		
3.2.x - Economic Sys./Institutions	1	32	0	6	38	41	16	0	1.7	0.2	8,270	0	9	25	41	20	4	1.8	-0.1		
3.3.x - Market/Goods/Services	1	32	0	16	16	50	9	9	1.8	0.2	8,242	0	11	18	40	20	11	2.0	-0.2		
3.4.x - Produce/Distribute/Consume	3	100	0	5	20	55	14	6	2.0	0.1	24,907	0	8	18	46	19	9	2.0	0.0		
4.x.x - Geography	10	331	0	8	30	48	13	2	1.7	0.1	82,790	0	8	23	42	22	5	1.9	-0.2		
4.1.x - Earth's Surface Patterns	2	64	0	5	19	61	14	2	1.9	0.1	16,465	0	5	20	46	23	6	2.0	-0.1		
4.2.x - Human/Phys. Char./Regions	3	98	0	10	28	47	12	3	1.7	0.1	24,694	0	10	25	39	21	5	1.8	-0.1		
4.3.x - Humans/Move ... Interact	3	96	0	6	35	48	10	0	1.6	0.1	24,735	0	9	24	43	20	4	1.9	-0.3		
4.4.x - Human/Environ. Interaction	6	202	0	7	33	45	14	1	1.7	0.1	49,857	0	8	23	42	22	5	1.9	-0.2		
5.x.x - History	13	423	0	6	33	47	13	1	1.7	0.0	107,523	0	6	24	44	20	5	1.9	-0.2		
5.1.x - History/Interpretive	5	162	0	9	41	35	13	3	1.6	0.1	41,385	0	9	28	40	19	5	1.8	-0.2		
5.2.x - History of United States	10	323	0	5	31	49	14	1	1.7	0.1	82,616	0	6	24	45	20	5	1.9	-0.2		



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 05

DISTRICT	No.	DISTRICT						STATE					School -State
		No.	Percents				Std.	No.	Percents				
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult		
MULTIPLE CHOICE													
1.x.x - Government & Civics	36	1,342	66	34	0	0.66	0.01	339,239	68	32	0	0.68	-0.02
1.1.x - People Form Governments	5	203	62	37	1	0.62	0.03	49,813	69	31	0	0.69	-0.07
1.2.x - Limited and Shared Power	14	525	60	40	0	0.60	0.02	132,417	62	38	0	0.62	-0.02
1.3.x - Citizen:Rights&Responsib.	17	614	73	27	0	0.73	0.02	157,009	73	27	0	0.73	0.00
2.x.x - Culture & Society	12	491	69	31	0	0.69	0.02	124,188	74	26	0	0.74	-0.05
2.1.x - Culture is a System	5	199	73	27	0	0.73	0.03	49,839	75	25	0	0.75	-0.02
2.2.x - Cultures Address Needs	4	190	73	27	0	0.73	0.03	49,455	76	24	0	0.76	-0.03
2.3.x - Social Institutions	1	37	70	30	0	0.70	0.07	8,426	80	20	0	0.80	-0.10
2.4.x - Social Interactions	2	65	46	54	0	0.46	0.06	16,468	58	42	0	0.58	-0.12
3.x.x - Economics	16	682	60	40	0	0.60	0.02	173,674	66	34	0	0.66	-0.06
3.1.x - Economic Problem:Scarcity	5	196	58	42	0	0.58	0.03	49,614	60	40	0	0.60	-0.02
3.2.x - Economic Sys./Institutions	4	159	48	52	0	0.48	0.04	41,216	56	44	0	0.56	-0.08
3.3.x - Market/Goods/Services	5	226	66	34	0	0.66	0.03	57,953	73	27	0	0.73	-0.07
3.4.x - Produce/Distribute/Consume	2	101	71	29	0	0.71	0.04	24,891	74	26	0	0.74	-0.03
4.x.x - Geography	30	1,236	63	37	0	0.63	0.01	314,343	65	35	0	0.65	-0.02
4.1.x - Earth's Surface Patterns	13	522	71	29	0	0.71	0.02	132,427	70	30	0	0.70	0.01
4.2.x - Human/Phys. Char./Regions	11	425	54	46	0	0.54	0.02	107,764	60	40	0	0.60	-0.06
4.3.x - Humans/Move ... Interact	3	134	53	47	0	0.53	0.04	33,164	57	43	0	0.57	-0.04
4.4.x - Human/Environ. Interaction	5	224	66	34	0	0.66	0.03	57,684	68	32	0	0.68	-0.02
5.x.x - History	30	1,154	63	37	0	0.63	0.01	289,790	68	32	0	0.68	-0.05
5.1.x - History/Interpretive	8	329	64	36	0	0.64	0.03	82,775	69	31	0	0.69	-0.05
5.2.x - History of United States	24	895	64	36	0	0.64	0.02	223,667	69	31	0	0.69	-0.05



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	0	<b>0%</b>	(1%)	32	<b>16%</b>	(14%)	133	<b>67%</b>	(55%)	31	<b>16%</b>	(29%)	2	<b>1%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	3	<b>2%</b>	(1%)	13	<b>7%</b>	(3%)	142	<b>72%</b>	(60%)	36	<b>18%</b>	(36%)	4	<b>2%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	4	<b>2%</b>	(2%)	3	<b>2%</b>	(2%)	27	<b>14%</b>	(14%)	162	<b>82%</b>	(80%)	2	<b>1%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
39 do you read from a textbook	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
	8	<b>4%</b>	(3%)	32	<b>16%</b>	(16%)	13	<b>7%</b>	(5%)	56	<b>28%</b>	(18%)	87	<b>44%</b>	(57%)
40 do you work on worksheets	1	<b>1%</b>	(2%)	48	<b>24%</b>	(26%)	31	<b>16%</b>	(11%)	69	<b>35%</b>	(33%)	47	<b>24%</b>	(27%)
41 do you use materials other than a textbook or worksheets	15	<b>8%</b>	(11%)	104	<b>53%</b>	(45%)	31	<b>16%</b>	(15%)	32	<b>16%</b>	(19%)	13	<b>7%</b>	(10%)
42 do you work with other students in pairs, small groups or teams	4	<b>2%</b>	(8%)	125	<b>63%</b>	(55%)	39	<b>20%</b>	(14%)	18	<b>9%</b>	(15%)	10	<b>5%</b>	(8%)
43 do you discuss current events or topics	15	<b>8%</b>	(5%)	48	<b>24%</b>	(27%)	52	<b>26%</b>	(16%)	49	<b>25%</b>	(24%)	30	<b>15%</b>	(26%)
44 is your classroom work based on finding the answer to an important question	15	<b>8%</b>	(6%)	56	<b>28%</b>	(26%)	39	<b>20%</b>	(14%)	41	<b>21%</b>	(24%)	44	<b>22%</b>	(29%)
45 does your teacher give you a scoring guide for your work before you begin the work	98	<b>49%</b>	(30%)	60	<b>30%</b>	(34%)	18	<b>9%</b>	(10%)	8	<b>4%</b>	(11%)	11	<b>6%</b>	(12%)
46 do you answer open-response questions	8	<b>4%</b>	(3%)	99	<b>50%</b>	(37%)	28	<b>14%</b>	(16%)	34	<b>17%</b>	(21%)	26	<b>13%</b>	(22%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

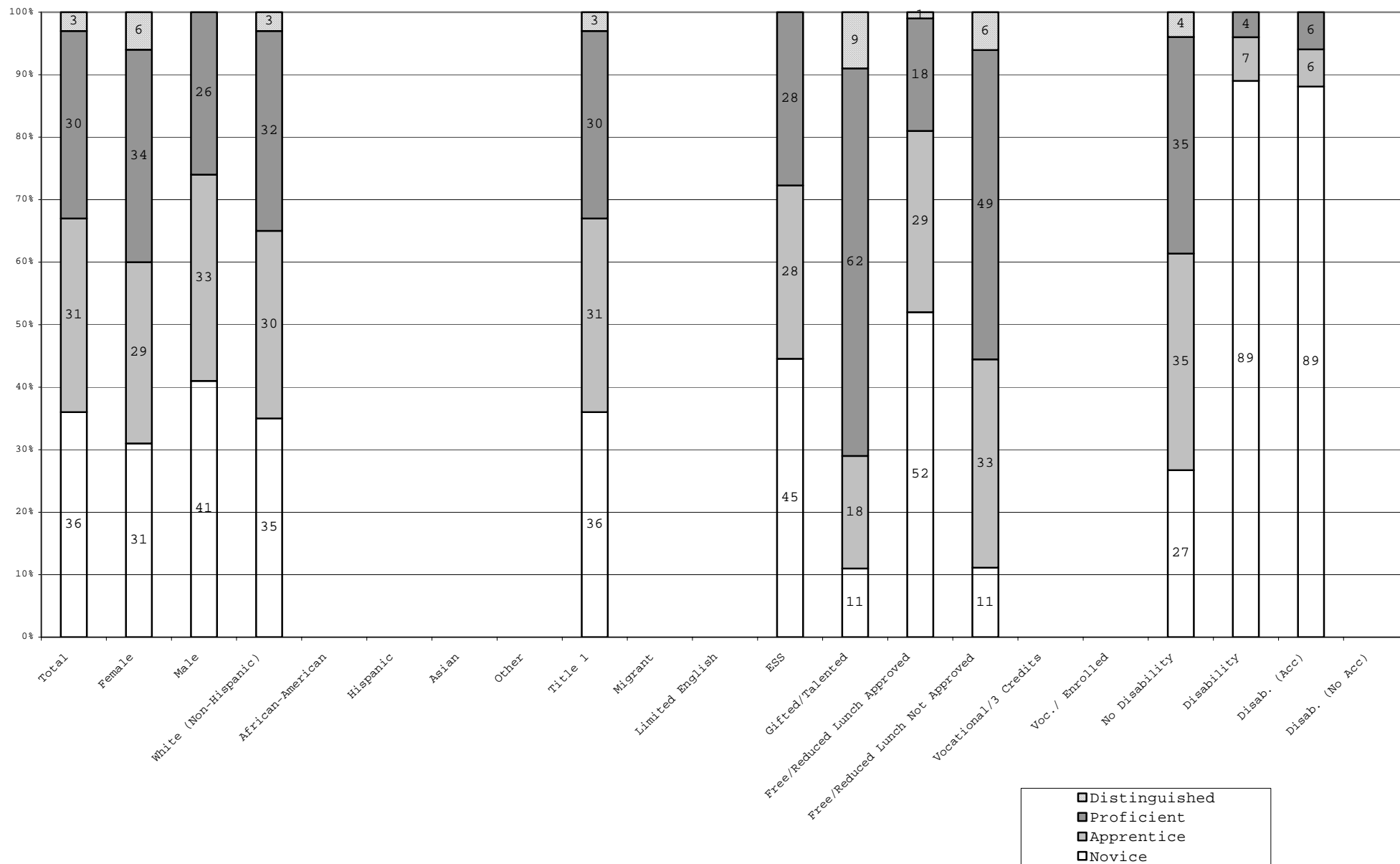
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 44

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SOCIAL STUDIES DISAGGREGATION  
Performance Level Percents

District: ADAIR CO  
Code: 001  
Grade: 05

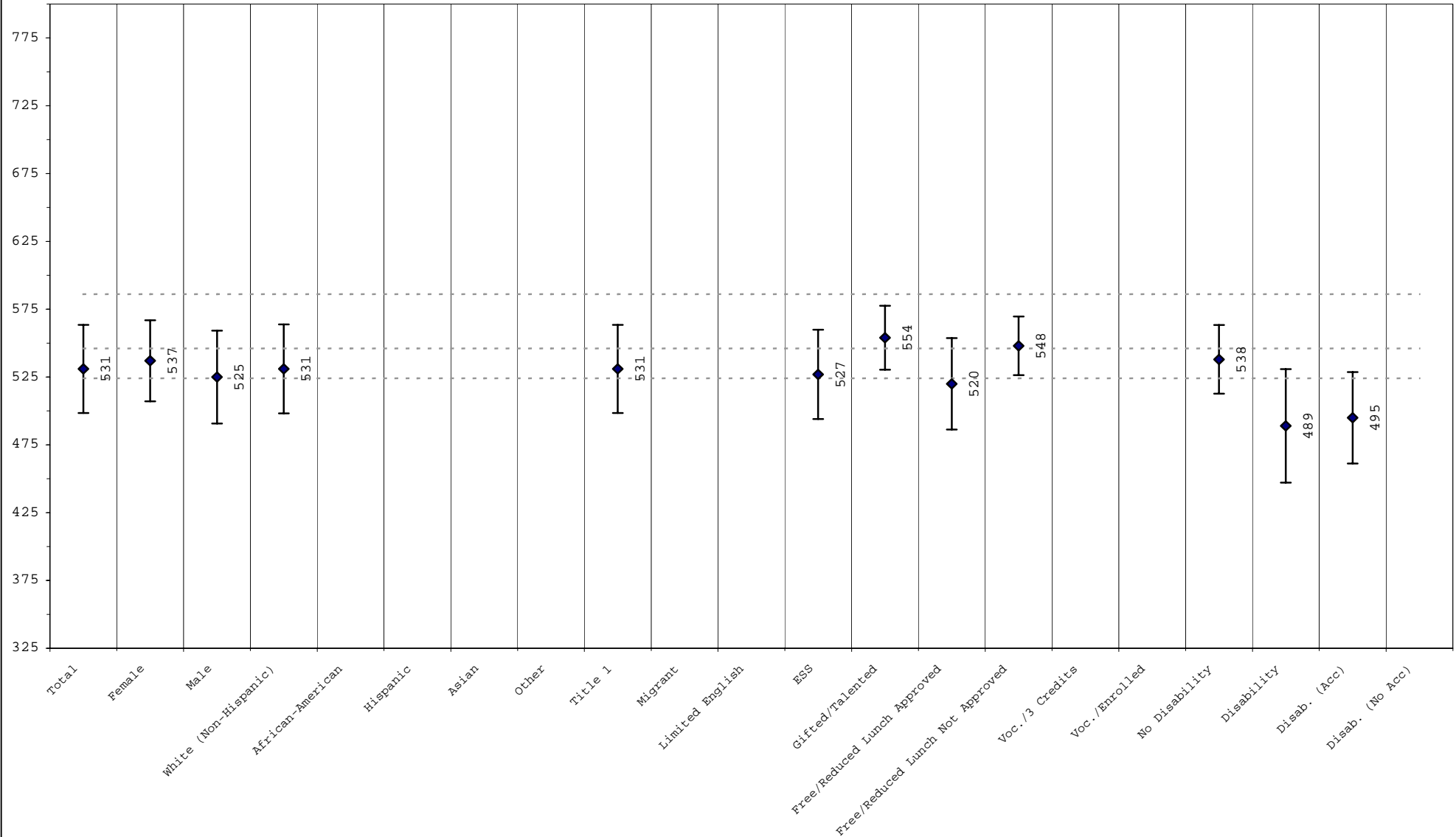


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				198		531 ( 2.3)	7,348		538 ( 0.4)	49,793		540 ( 0.2)
Gender:												
Female				103	52%	537 ( 2.9)	3,649	50%	542 ( 0.6)	24,359	49%	543 ( 0.2)
Male				95	48%	525 ( 3.5)	3,689	50%	535 ( 0.6)	25,404	51%	537 ( 0.2)
Gap Female vs Male						12*			7*			6*
Ethnicity												
White (Non-Hispanic)				188	95%	531 ( 2.4)	7,045	96%	539 ( 0.4)	42,731	86%	542 ( 0.2)
African-American				9	5%		174	2%	523 ( 2.2)	5,488	11%	522 ( 0.5)
Hispanic							34		540 ( 5.6)	496	1%	534 ( 1.6)
Asian				1	1%		7			299	1%	558 ( 2.3)
Other							49	1%	537 ( 5.6)	593	1%	537 ( 1.4)
Gap White vs African American									16*			20*
Gap White vs Hispanic									-1			8*
Gap White vs Asian												-16*
Gap White vs Other									2			5*
Title I												
Participating Students				198	100%	531 ( 2.3)	6,950	95%	538 ( 0.4)	33,214	67%	535 ( 0.2)
Not Participating							398	5%	543 ( 1.9)	16,579	33%	550 ( 0.3)
Gap Participating vs Non-Participating									-5*			-15*
Migrant Program												
Participating Students				7	4%		142	2%	523 ( 3.4)	685	1%	523 ( 1.3)
Not Participating				191	96%	532 ( 2.3)	7,206	98%	539 ( 0.4)	49,108	99%	540 ( 0.2)
Gap Participating vs Non-Participating									-16*			-17*
Limited English Proficiency												
Participating Students							9			188		522 ( 2.9)
Not Participating				198	100%	531 ( 2.3)	7,339	100%	538 ( 0.4)	49,605	100%	540 ( 0.2)
Gap Participating vs Non-Participating												-18*
Extended School Services												
Participating Students				47	24%	527 ( 4.8)	2,227	30%	535 ( 0.8)	12,749	26%	532 ( 0.3)
Not Participating				151	76%	532 ( 2.6)	5,121	70%	540 ( 0.5)	37,044	74%	543 ( 0.2)
Gap Participating vs Non-Participating						-5			-5*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				45	23%	554 ( 3.5)	1,568	21%	567 ( 0.8)	9,045	18%	571 ( 0.3)
Not Participating				153	77%	524 ( 2.6)	5,780	79%	530 ( 0.4)	40,748	82%	533 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						30*			37*			38*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				119	60%	520 ( 3.1)	4,550	62%	530 ( 0.5)	24,641	49%	528 ( 0.2)
Not Approved (includes not coded)				79	40%	548 ( 2.4)	2,798	38%	552 ( 0.7)	25,152	51%	551 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-28*			-22*			-23*
Disability Status												
Students without Disabilities (includes not coded)				171	86%	538 ( 1.9)	6,419	87%	542 ( 0.4)	43,602	88%	544 ( 0.2)
Students with Disabilities				27	14%	489 ( 8.1)	929	13%	510 ( 1.3)	6,191	12%	513 ( 0.5)
Tested with Accommodations				18	9%	495 ( 7.9)	784	11%	510 ( 1.4)	5,006	10%	513 ( 0.6)
Tested without Accommodations				9	5%		145	2%	509 ( 4.1)	1,185	2%	516 ( 1.4)
<i>Gap With vs Without</i>						-49*			-32*			-31*
Alternate Portfolio				4	2%		53	1%		414	1%	
Exemptions (On-Demand)												
Medical							15			114		
LEP							8			216		
Other										3		

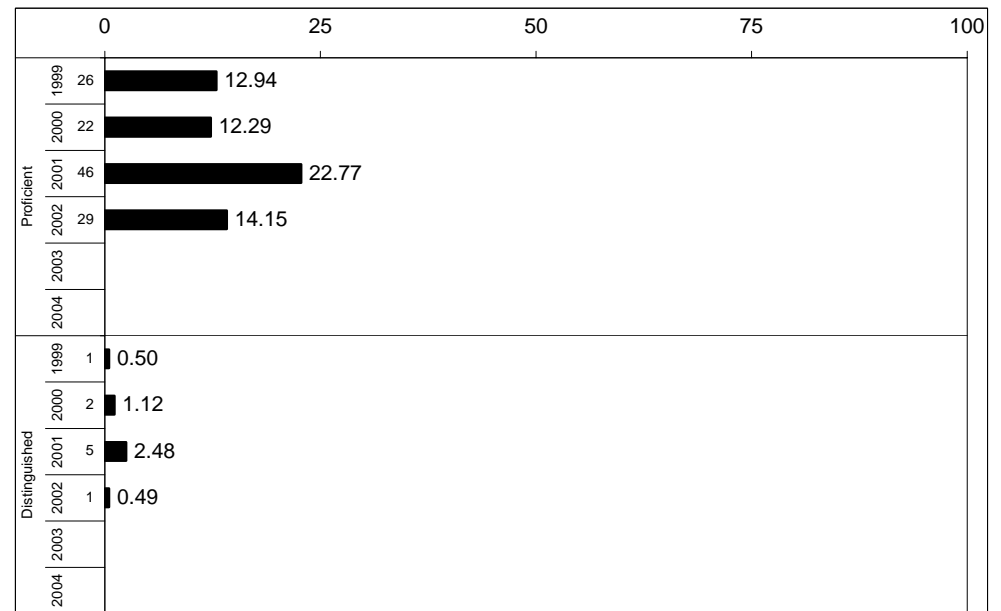
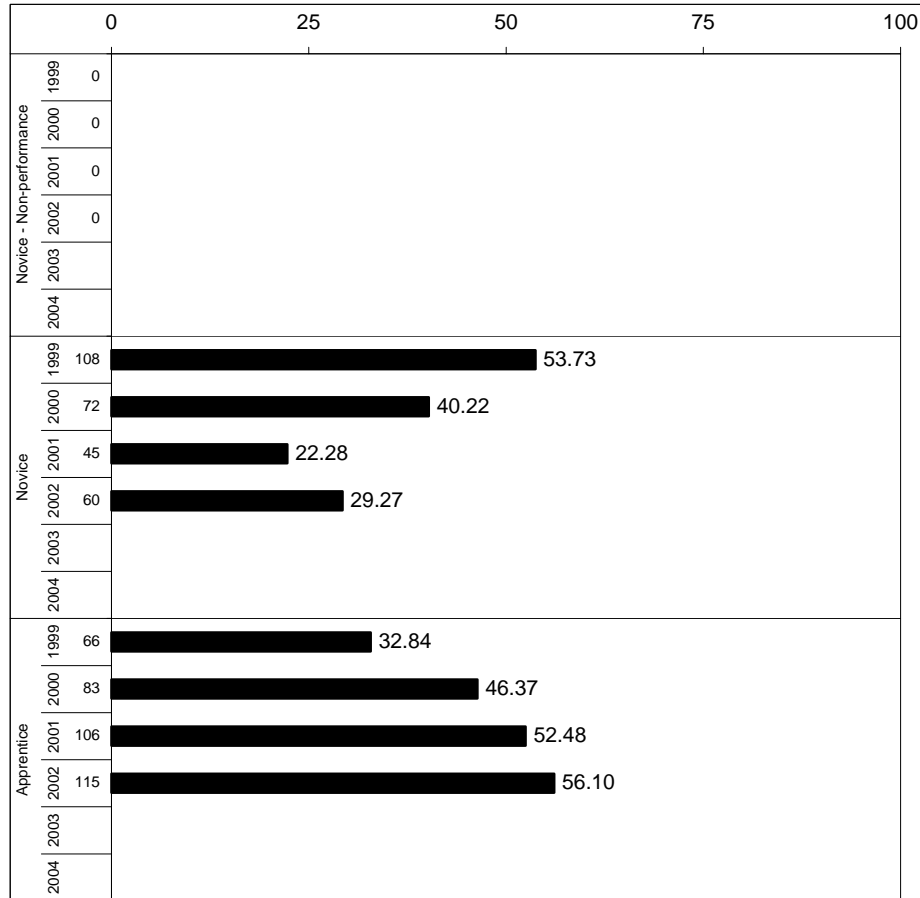
Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 04

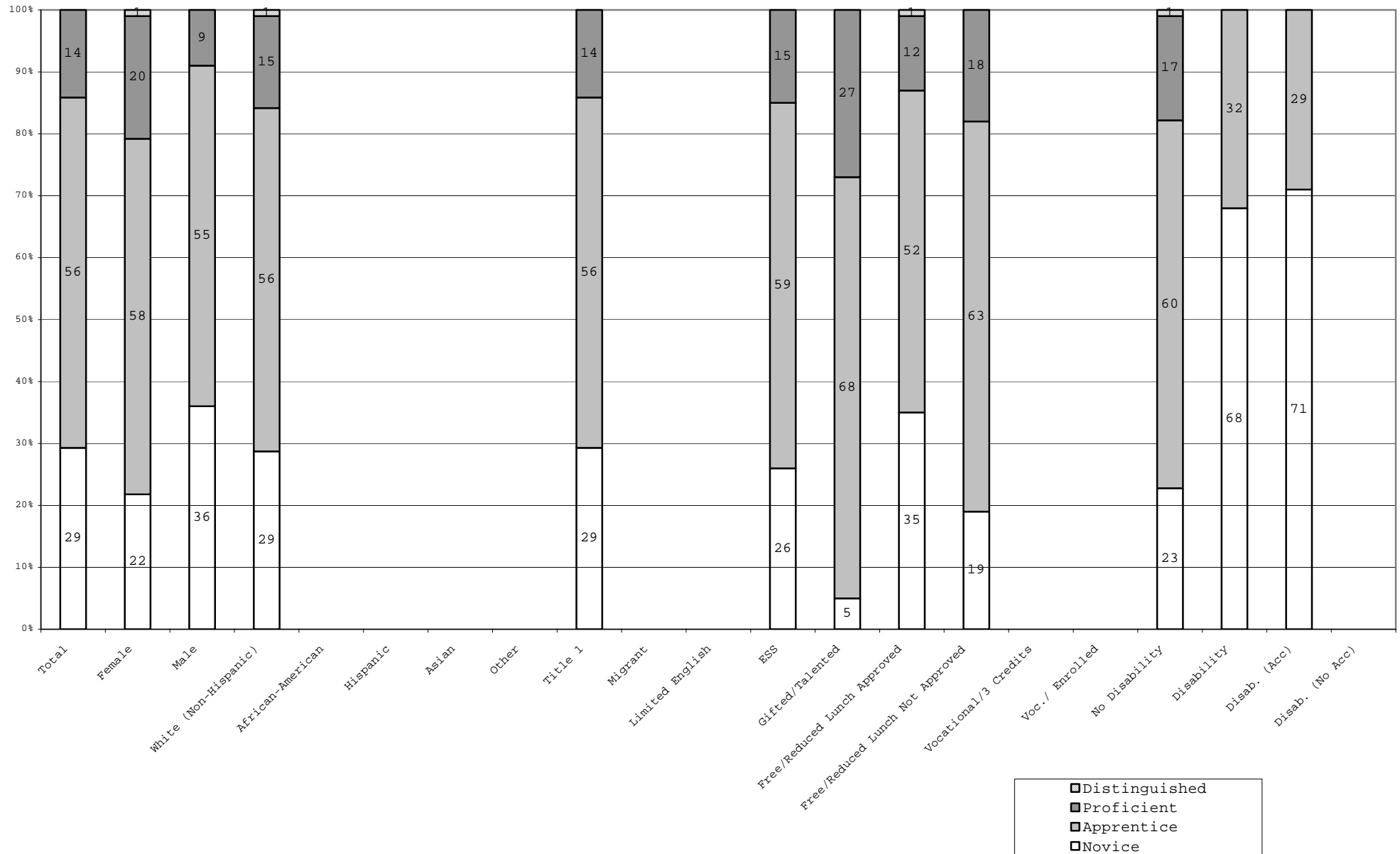


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**WRITING PORTFOLIO**

District: ADAIR CO  
 Code: 001  
 Grade: 04

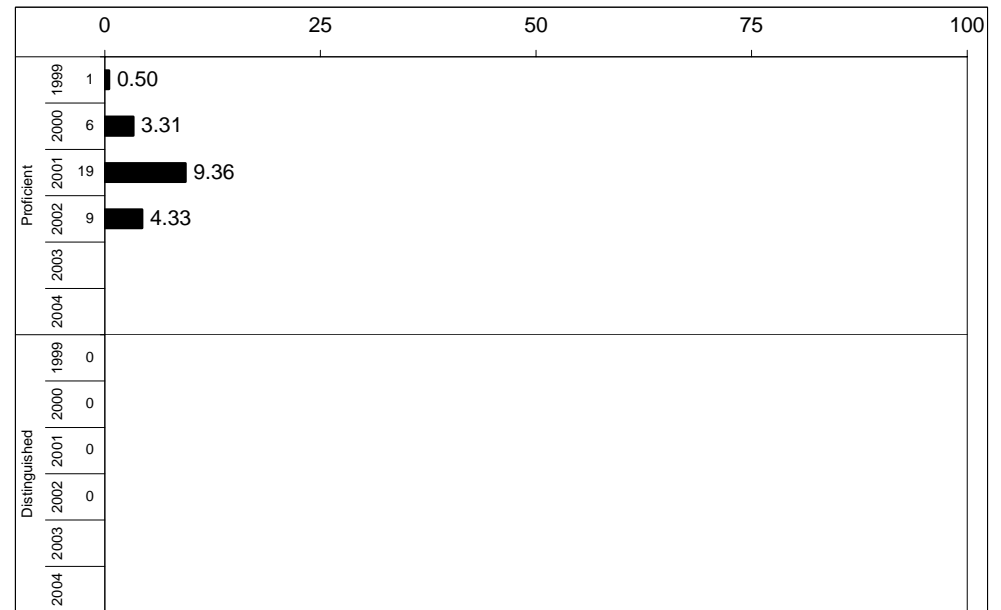
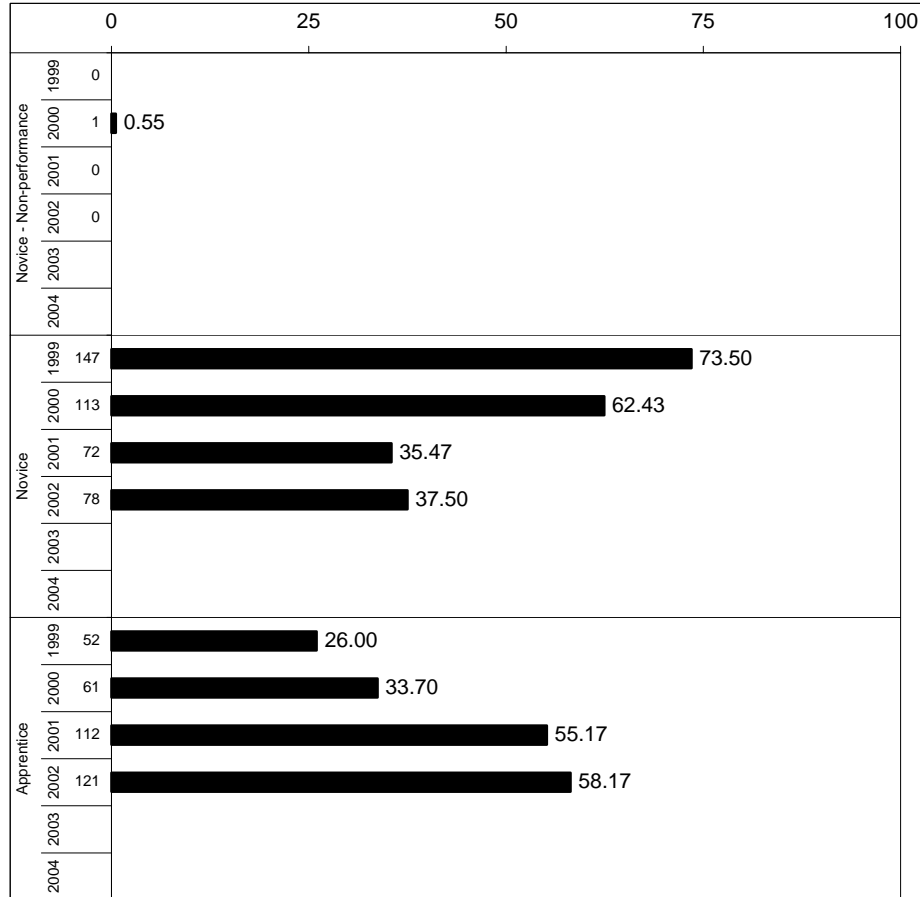
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total			201		7,182		48,424	
Gender:								
Female			102	51	3,540	49	23,308	48
Male			99	49	3,638	51	25,088	52
Ethnicity								
White (Non-Hispanic)			187	93	6,872	96	41,340	85
African-American			3	1	161	2	5,424	11
Hispanic					27		510	1
Asian			4	2	19		302	1
Other			4	2	39	1	588	1
Title I			201	100	6,984	97	32,868	68
Migrant Program			4	2	100	1	676	1
Limited English Proficiency					9		218	
Extended School Services			27	13	2,403	33	15,625	32
Gifted and Talented Program			37	18	1,392	19	8,194	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals			123	61	4,518	63	24,552	51
Not Approved (includes not coded)			78	39	2,664	37	23,872	49
Disability Status								
Students without Disabilities (includes not coded)			173	86	6,247	87	42,514	88
Students with Disabilities			28	14	935	13	5,910	12
Tested with Accommodations			24	12	804	11	4,717	10
Tested without Accommodations			4	2	131	2	1,193	2
Alternate Portfolio			4	2%	53	1%	414	1%
Exemptions (Portfolio)								
Medical					5		33	
LEP					10		246	
Other			3		62		532	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING TREND DATA**  
**Number and Percent**

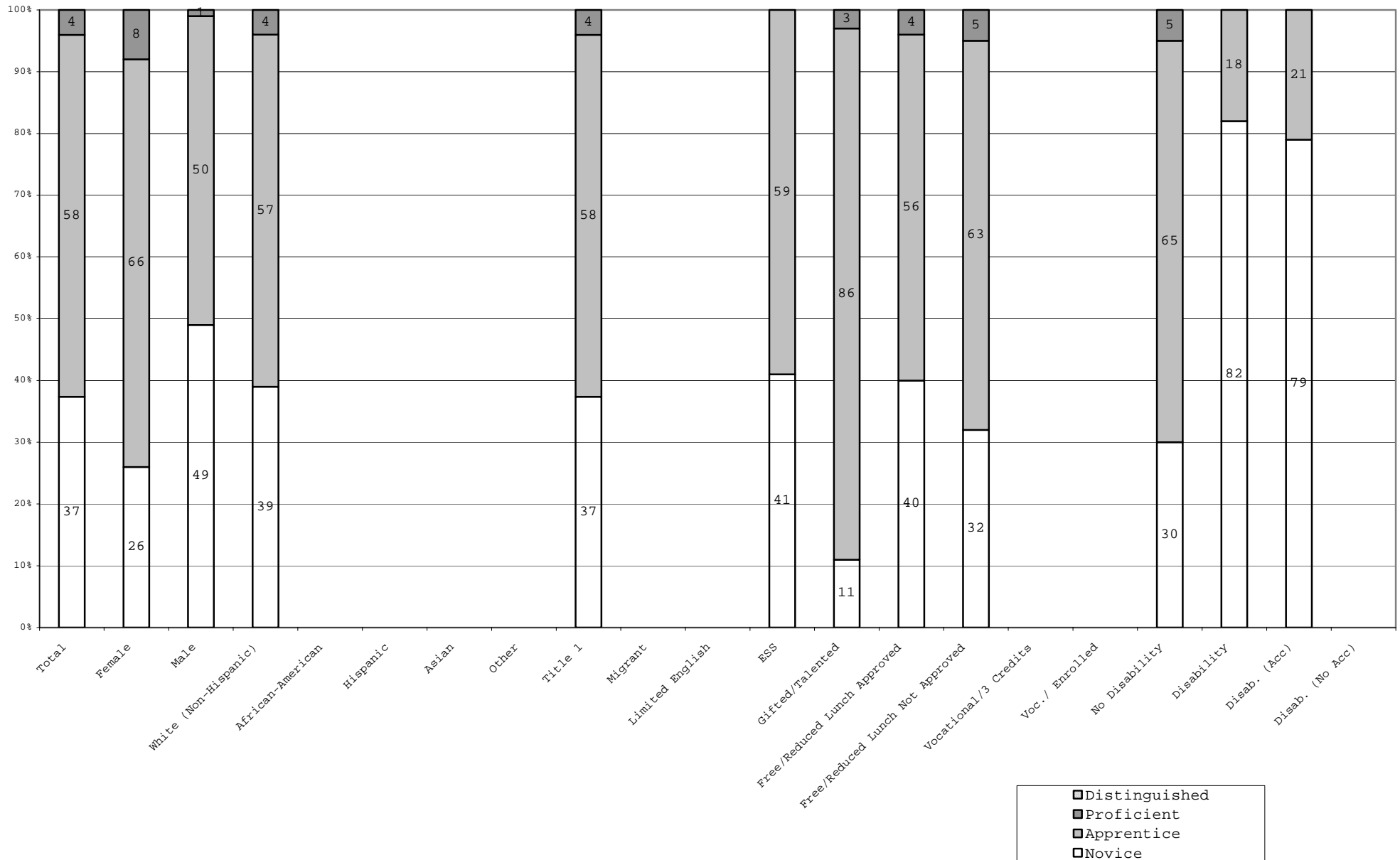
District: ADAIR CO  
 Code: 001  
 Grade: 04





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**ON-DEMAND WRITING**

District: ADAIR CO  
 Code: 001  
 Grade: 04

	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total			204		7,234		48,888	
Gender:								
Female			104	51%	3,566	49%	23,522	48%
Male			100	49%	3,663	51%	25,332	52%
Ethnicity								
White (Non-Hispanic)			189	93%	6,918	96%	41,691	85%
African-American			4	2%	164	2%	5,494	11%
Hispanic					28		528	1%
Asian			4	2%	19		305	1%
Other			4	2%	40	1%	595	1%
Title I			204	100%	7,033	97%	33,183	68%
Migrant Program			4	2%	103	1%	692	1%
Limited English Proficiency					8		214	
Extended School Services			27	13%	2,408	33%	15,656	32%
Gifted and Talented Program			37	18%	1,391	19%	8,197	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals			126	62%	4,557	63%	24,818	51%
Not Approved (includes not coded)			78	38%	2,677	37%	24,070	49%
Disability Status								
Students without Disabilities (includes not coded)			176	86%	6,296	87%	42,922	88%
Students with Disabilities			28	14%	938	13%	5,966	12%
Tested with Accommodations			24	12%	807	11%	4,758	10%
Tested without Accommodations			4	2%	131	2%	1,208	2%
Alternate Portfolio			4	2%	53	1%	414	1%
Exemptions (On-Demand)								
Medical					14		96	
LEP					11		250	
Other							1	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.

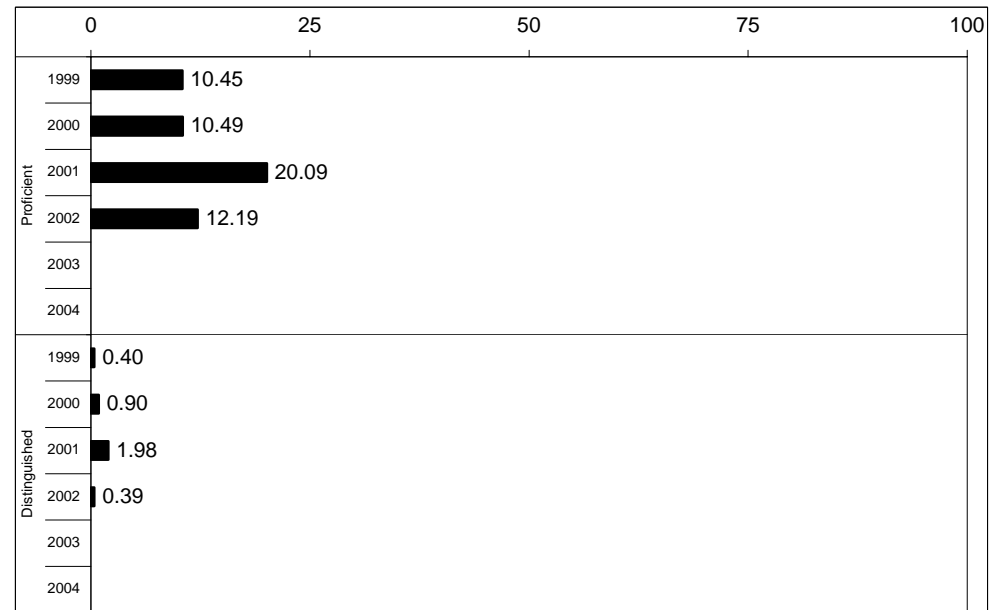
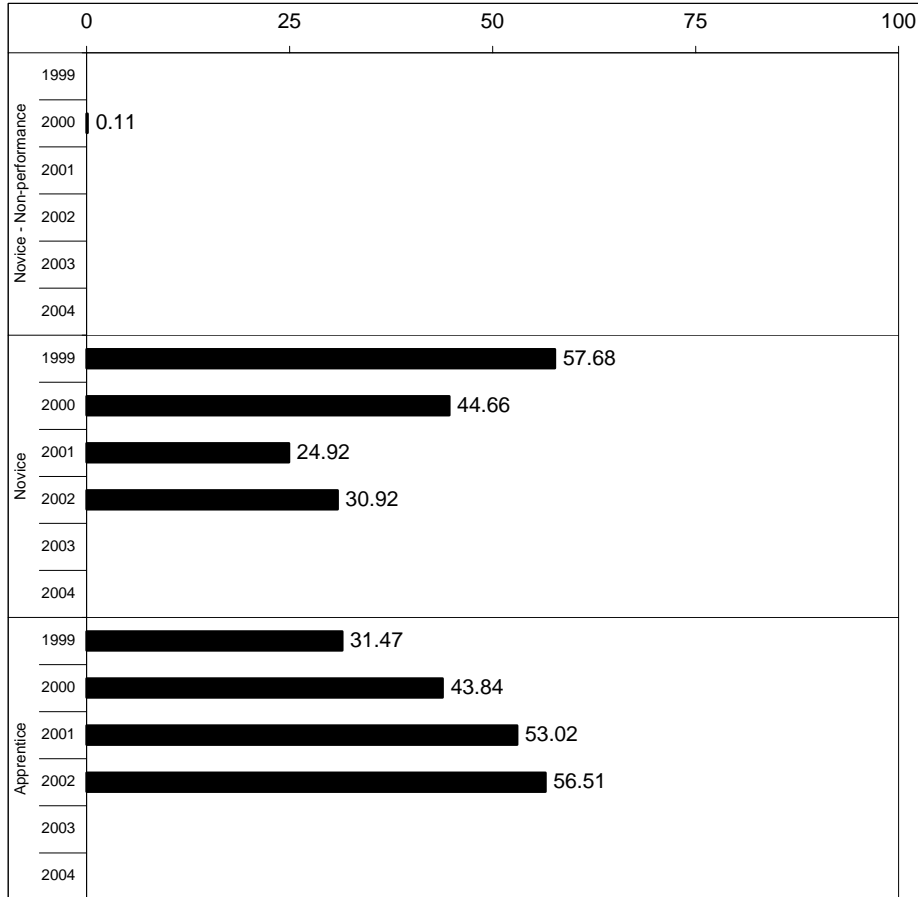


**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**TOTAL WRITING TREND DATA**  
**Percent**

District: ADAIR CO

Code: 001

Grade: 04





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 04

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		4	2%	(1%)	3	1%	(2%)	123	60%	(49%)	68	33%	(45%)	6	3%	(4%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		3	1%	(2%)	3	1%	(2%)	30	15%	(12%)	162	79%	(81%)	6	3%	(4%)
		<u>Sometimes but Never</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (for example, letter or article) asked for on the On- Demand section of this test		9	4%	(3%)	130	64%	(48%)	25	12%	(12%)	27	13%	(17%)	7	3%	(16%)
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		145	71%	(71%)	52	25%	(24%)	7	3%	(5%)						

Legend:    Number of students is listed first.    Bold = School/District Percentage    ( ) = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



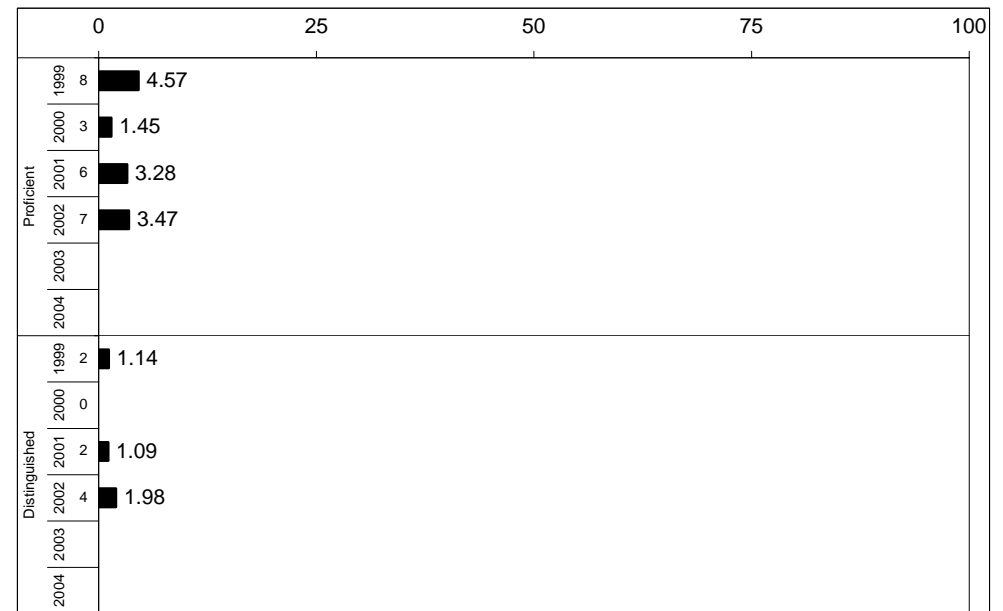
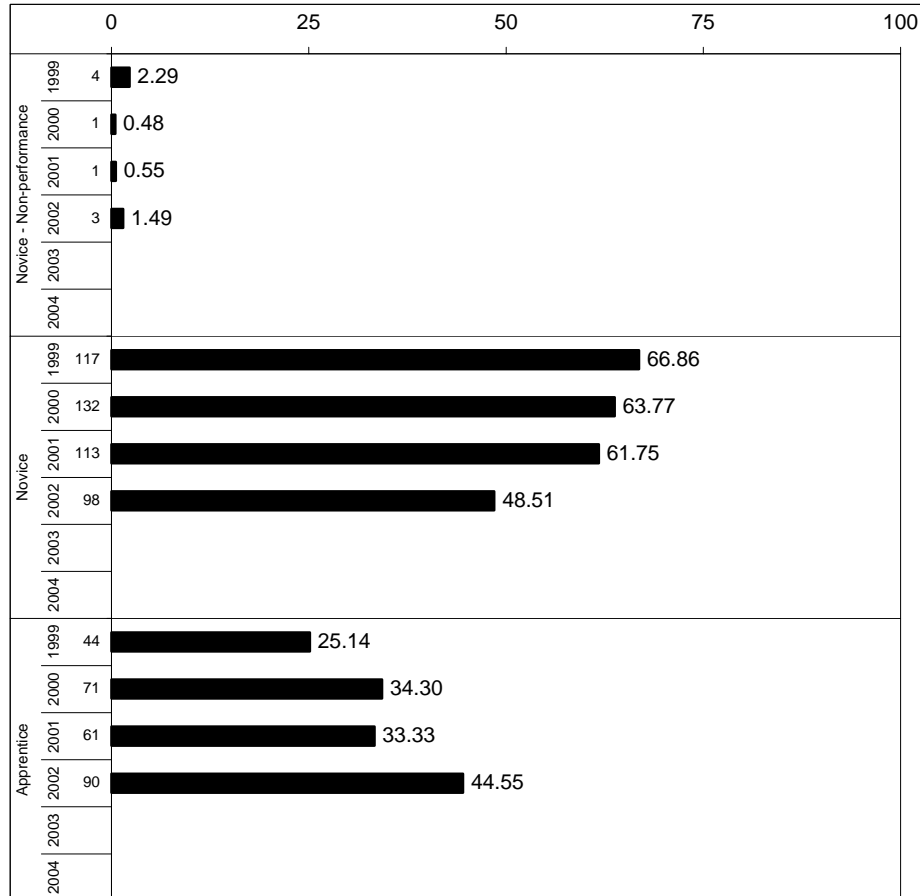


**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES TREND DATA**  
**Number and Percent**

District: ADAIR CO

Code: 001

Grade: 05





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 05

**ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES**

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Music	36	2.0	2.3									
Dance	24	2.2	2.3									
Drama/Theatre	24	2.1	2.4									
Visual Arts	36	2.1	2.4									

District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 05

OPEN RESPONSE	No. Items	DISTRICT									STATE								School -State Mean		
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Music	7	116	0	14	25	40	10	11	1.8	0.1	29,018	0	7	21	37	23	12	2.1	-0.3		
2.x.x - Dance	5	80	0	5	39	28	24	5	1.9	0.1	20,584	0	7	26	35	22	11	2.0	-0.1		
3.x.x - Drama/Theatre	5	84	0	0	27	50	20	2	2.0	0.1	20,796	0	4	15	41	26	14	2.3	-0.3		
4.x.x - Visual Arts	7	112	0	10	18	46	21	5	1.9	0.1	28,886	0	6	19	39	24	12	2.2	-0.3		



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	<u>None of the Questions</u>		<u>Some of the Questions</u>		<u>Most of the Questions</u>		<u>All of the Questions</u>		<u>Invalid Response</u>
16 How many of the arts and humanities questions tested things you learned in school	6	<b>3%</b> (2%)	83	<b>42%</b> (26%)	87	<b>44%</b> (47%)	20	<b>10%</b> (23%)	2 <b>1%</b> (1%)
	<u>I Did Very Poorly</u>		<u>I Did Poorly</u>		<u>I Did Well</u>		<u>I Did Very Well</u>		<u>Invalid Response</u>
17 How well do you think you did on this test	8	<b>4%</b> (1%)	13	<b>7%</b> (5%)	139	<b>70%</b> (59%)	33	<b>17%</b> (33%)	5 <b>3%</b> (1%)
	<u>I Did Not Try</u>		<u>I Tried a Little</u>		<u>I Tried a Lot</u>		<u>I Tried Very Hard</u>		<u>Invalid Response</u>
18 How hard did you try on this test	2	<b>1%</b> (2%)	6	<b>3%</b> (3%)	36	<b>18%</b> (14%)	150	<b>76%</b> (80%)	4 <b>2%</b> (1%)
	<u>No Time</u>	<u>Less Than 1 Hour</u>	<u>1-2 Hours</u>	<u>3-4 Hours</u>	<u>More Than 4 Hours</u>	<u>Invalid Response</u>			
19 During a typical school week, how much class time do you spend on arts and humanities	16 <b>8%</b> (4%)	108 <b>55%</b> (45%)	42 <b>21%</b> (36%)	23 <b>12%</b> (9%)	7 <b>4%</b> (5%)	2	<b>1%</b> (1%)		
	<u>Never</u>	<u>Sometimes but not every Week</u>	<u>Once a Week</u>	<u>Two or Three times a Week</u>	<u>Four or Five times a Week</u>	<u>Invalid Response</u>			
20 How often do you complete written assignments about arts and humanities	32 <b>16%</b> (11%)	95 <b>48%</b> (45%)	14 <b>7%</b> (17%)	32 <b>16%</b> (15%)	18 <b>9%</b> (10%)	7	<b>4%</b> (1%)		
	<u>YES</u>		<u>NO</u>		<u>Invalid Response</u>				
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music and visual arts	151	<b>76%</b> (75%)	43	<b>22%</b> (23%)	4	<b>2%</b> (2%)			

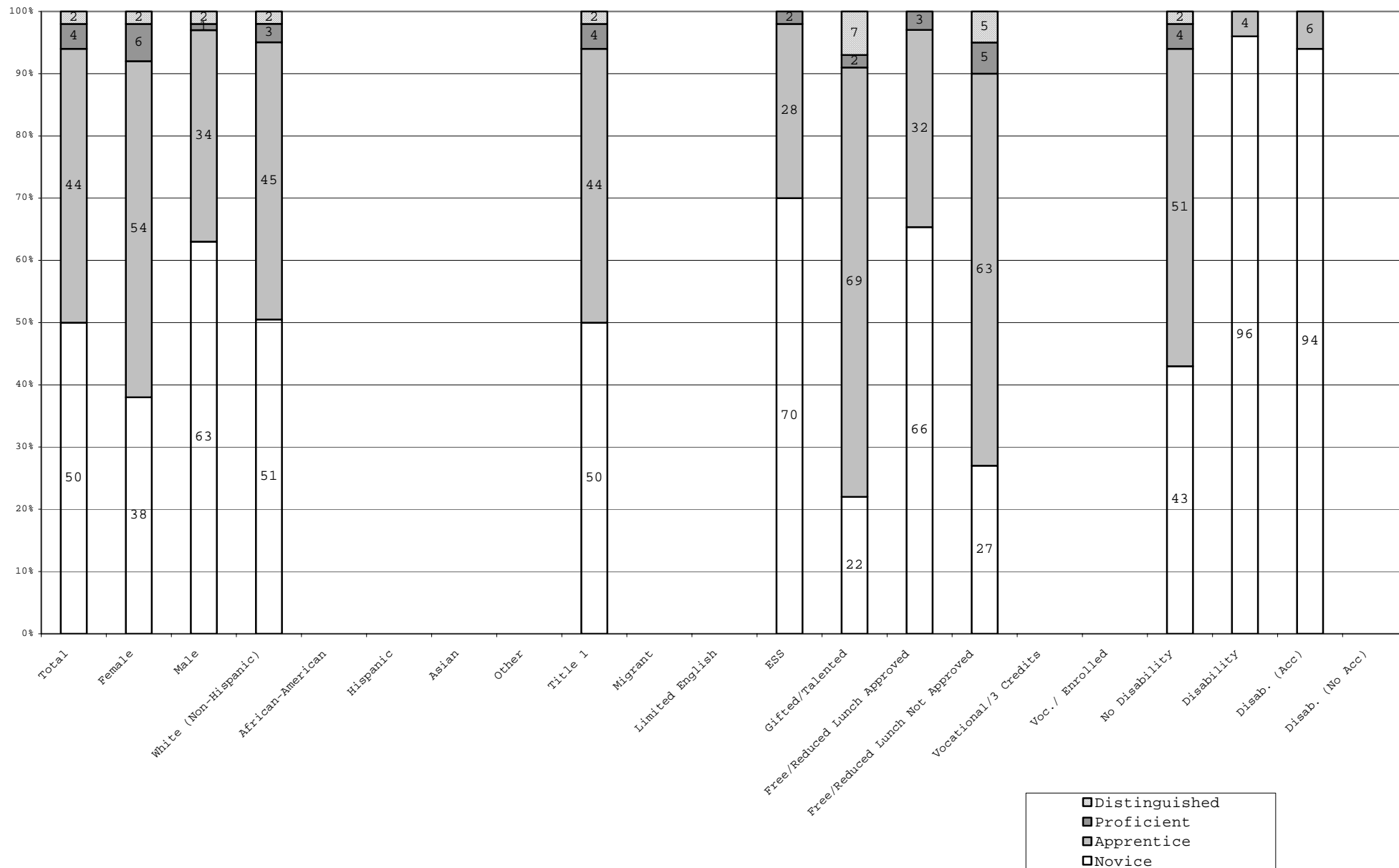
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 05

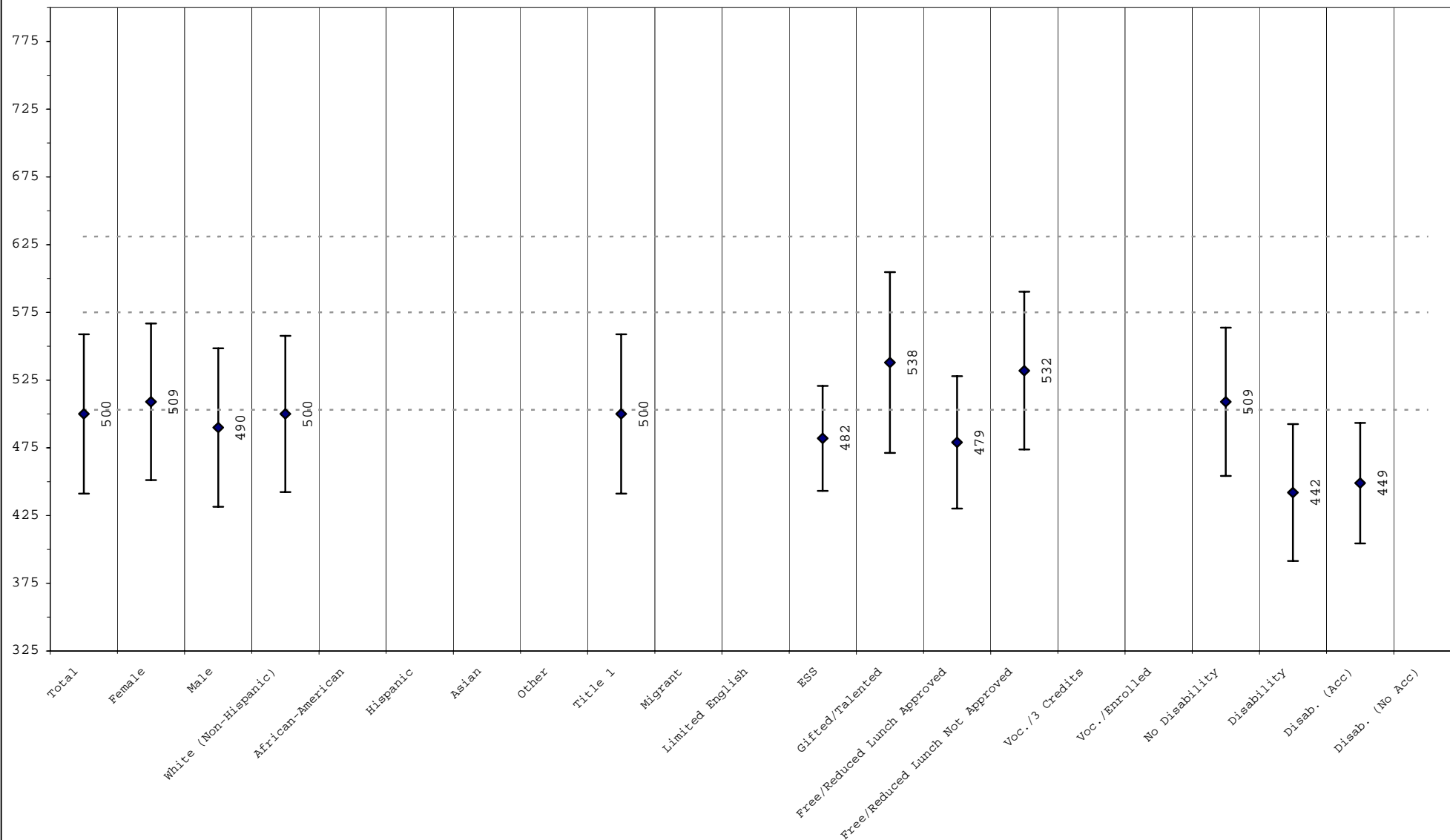


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				198		500 ( 4.2)	7,348		516 ( 0.8)	49,793		520 ( 0.3)
Gender:												
Female				103	52%	509 ( 5.7)	3,649	50%	526 ( 1.1)	24,359	49%	529 ( 0.4)
Male				95	48%	490 ( 6.0)	3,689	50%	506 ( 1.0)	25,404	51%	511 ( 0.4)
Gap Female vs Male						19*			20*			18*
Ethnicity												
White (Non-Hispanic)				188	95%	500 ( 4.2)	7,045	96%	517 ( 0.8)	42,731	86%	524 ( 0.3)
African-American				9	5%		174	2%	501 ( 4.5)	5,488	11%	491 ( 0.8)
Hispanic							34		507 ( 8.5)	496	1%	505 ( 2.8)
Asian				1	1%		7			299	1%	546 ( 4.1)
Other							49	1%	510 ( 9.5)	593	1%	514 ( 2.6)
Gap White vs African American									16*			33*
Gap White vs Hispanic									10			19*
Gap White vs Asian												-22*
Gap White vs Other									7			10*
Title I												
Participating Students				198	100%	500 ( 4.2)	6,950	95%	515 ( 0.8)	33,214	67%	511 ( 0.3)
Not Participating							398	5%	529 ( 3.3)	16,579	33%	537 ( 0.5)
Gap Participating vs Non-Participating									-14*			-26*
Migrant Program												
Participating Students				7	4%		142	2%	491 ( 5.0)	685	1%	492 ( 2.2)
Not Participating				191	96%	501 ( 4.3)	7,206	98%	517 ( 0.8)	49,108	99%	520 ( 0.3)
Gap Participating vs Non-Participating									-26*			-28*
Limited English Proficiency												
Participating Students							9			188		491 ( 4.8)
Not Participating				198	100%	500 ( 4.2)	7,339	100%	516 ( 0.8)	49,605	100%	520 ( 0.3)
Gap Participating vs Non-Participating												-29*
Extended School Services												
Participating Students				47	24%	482 ( 5.7)	2,227	30%	511 ( 1.3)	12,749	26%	507 ( 0.5)
Not Participating				151	76%	506 ( 5.1)	5,121	70%	518 ( 0.9)	37,044	74%	524 ( 0.4)
Gap Participating vs Non-Participating						-24*			-7*			-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				45	23%	538 ( 9.9)	1,568	21%	560 ( 1.8)	9,045	18%	570 ( 0.8)
Not Participating				153	77%	489 ( 4.2)	5,780	79%	504 ( 0.8)	40,748	82%	509 ( 0.3)
<i>Gap Participating vs Non-Participating</i>						49*			56*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				119	60%	479 ( 4.5)	4,550	62%	503 ( 0.9)	24,641	49%	501 ( 0.4)
Not Approved (includes not coded)				79	40%	532 ( 6.6)	2,798	38%	537 ( 1.3)	25,152	51%	538 ( 0.4)
<i>Gap Approved vs Not Approved</i>						-53*			-34*			-37*
Disability Status												
Students without Disabilities (includes not coded)				171	86%	509 ( 4.2)	6,419	87%	522 ( 0.8)	43,602	88%	526 ( 0.3)
Students with Disabilities				27	14%	442 ( 9.7)	929	13%	473 ( 1.9)	6,191	12%	480 ( 0.8)
Tested with Accommodations				18	9%	449 (10.5)	784	11%	472 ( 2.0)	5,006	10%	479 ( 0.9)
Tested without Accommodations				9	5%		145	2%	476 ( 5.7)	1,185	2%	484 ( 2.0)
<i>Gap With vs Without</i>						-67*			-49*			-46*
Alternate Portfolio				4	2%		53	1%		414	1%	
Exemptions (On-Demand)												
Medical							15			114		
LEP							8			216		
Other										3		

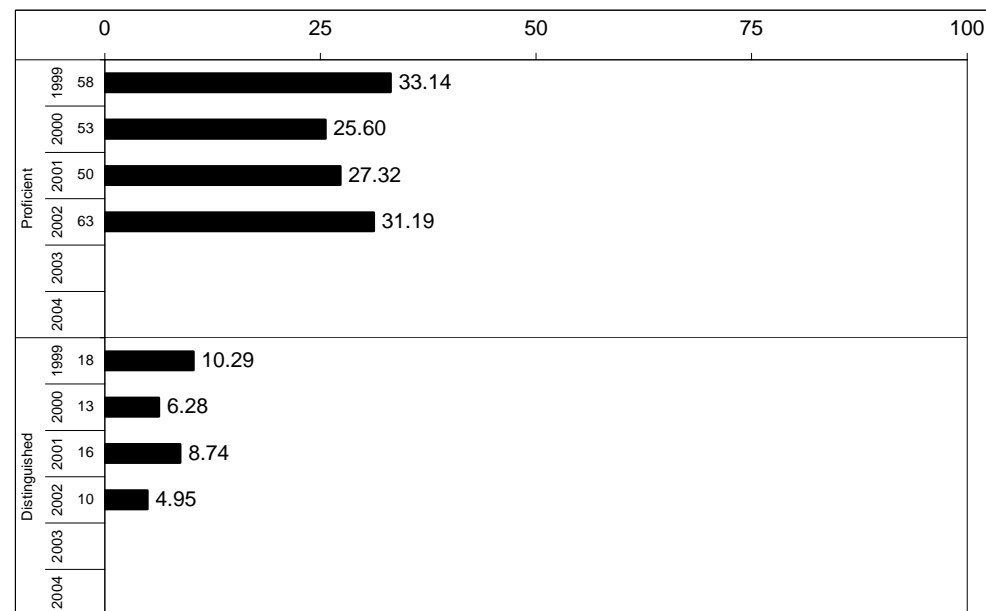
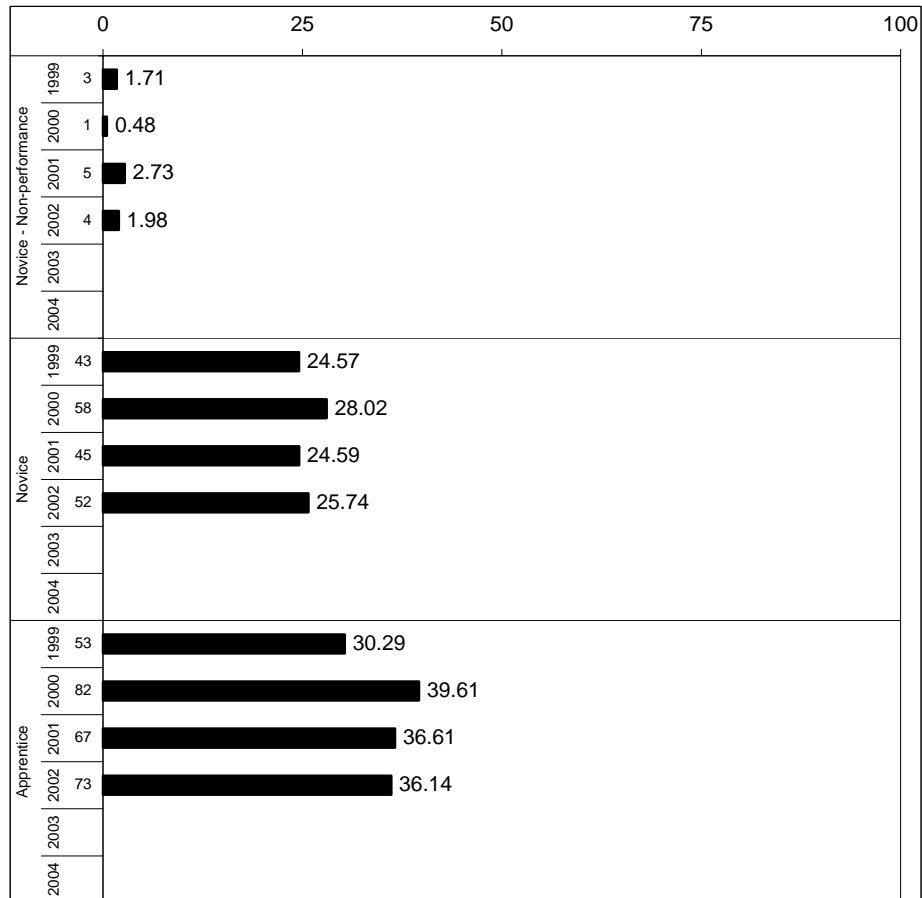
Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 05

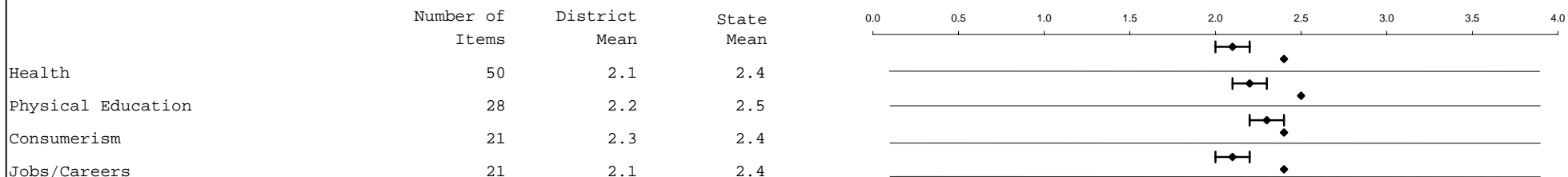




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 05

PL/VS SUB-DOMAIN MEAN SCORES



District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 05

OPEN RESPONSE	No. Items	No. Observations	DISTRICT								Std. Err.	STATE								School -State Mean			
			Percents									Mean	No. Observations	Percents								Mean	
			B	0	1	2	3	4	B	0				1	2	3	4						
PRACTICAL LIVING																							
1.x.x - Health	12	197	1	7	22	41	23	7	2.0	0.1	49,637	0	4	16	40	29	11	2.3	-0.3				
2.x.x - Physical Education	4	65	0	6	26	29	31	8	2.1	0.1	16,494	0	2	19	39	27	13	2.3	-0.2				
3.x.x - Consumerism	4	60	0	7	25	38	22	8	2.0	0.1	16,454	0	5	19	39	27	10	2.2	-0.2				
VOCATIONAL STUDIES																							
4.x.x - Job/Career	4	70	0	10	29	36	19	7	1.8	0.1	16,699	0	4	22	42	24	8	2.1	-0.3				

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	5 <b>3%</b> (3%)	65 <b>33%</b> (23%)	87 <b>44%</b> (43%)	34 <b>17%</b> (28%)	7 <b>4%</b> (2%)
17 How well do you think you did on this test	I Did Very Poorly 6 <b>3%</b> (1%)	I Did Poorly 6 <b>3%</b> (2%)	I Did Well 106 <b>54%</b> (46%)	I Did Very Well 75 <b>38%</b> (49%)	Invalid Response 5 <b>3%</b> (2%)
18 How hard did you try on this test	I Did Not Try 4 <b>2%</b> (2%)	I Tried a Little 2 <b>1%</b> (2%)	I Tried a Lot 27 <b>14%</b> (11%)	I Tried Very Hard 158 <b>80%</b> (83%)	Invalid Response 7 <b>4%</b> (2%)

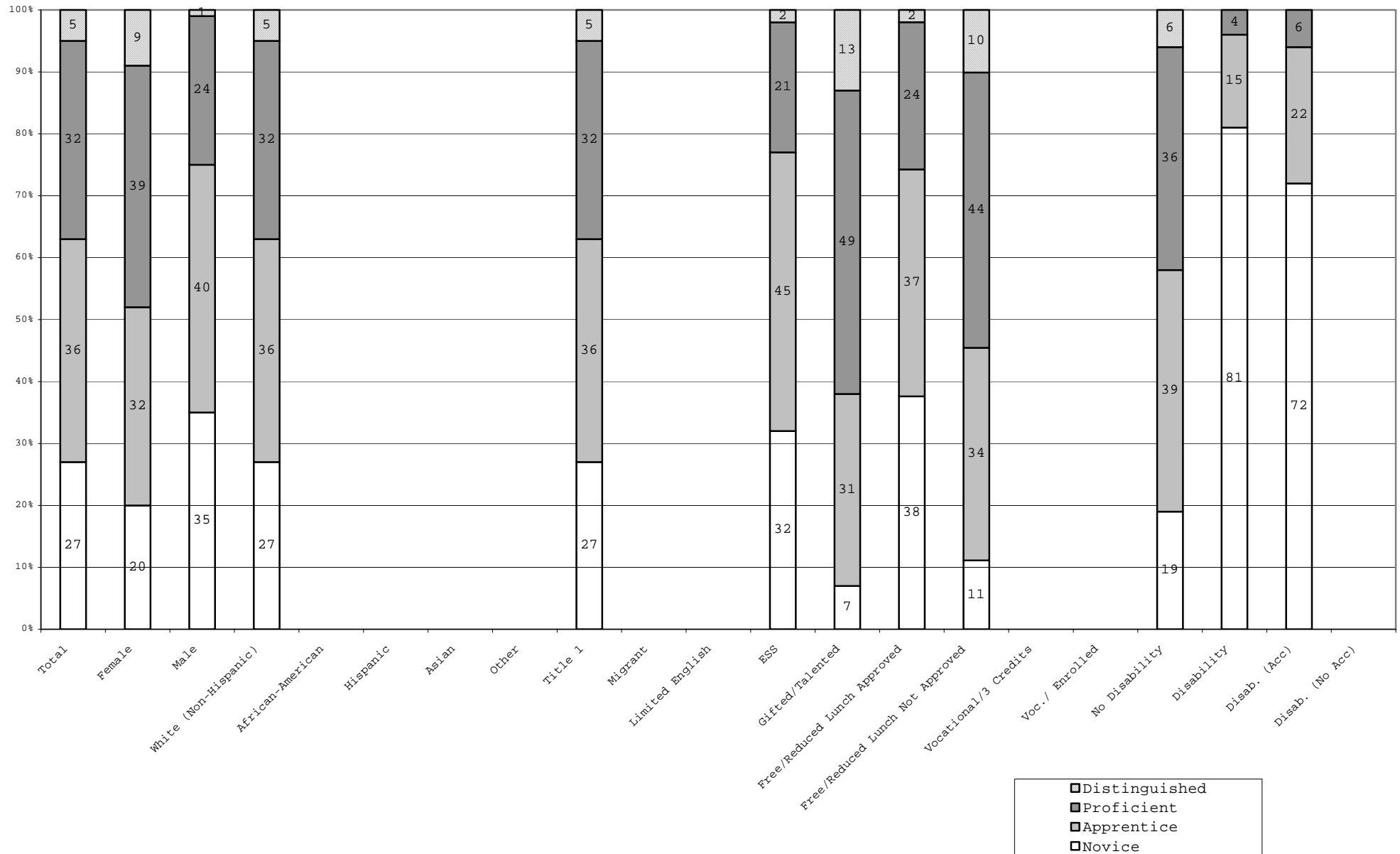
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 05

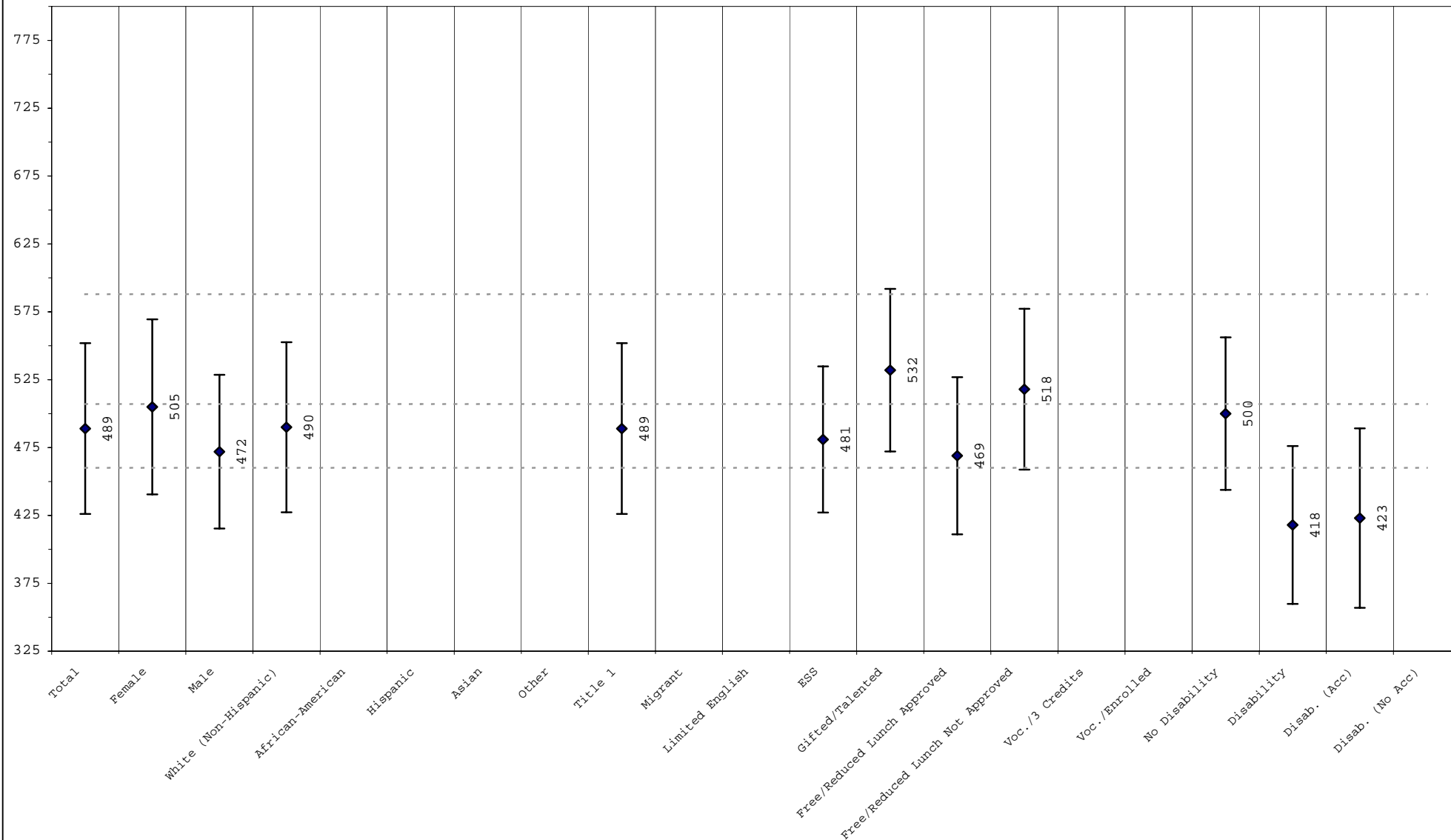


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**PL/VS**

District: ADAIR CO  
 Code: 001  
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/VS**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				198		489 ( 4.5)	7,348		504 ( 0.8)	49,793		508 ( 0.3)
Gender:												
Female				103	52%	505 ( 6.4)	3,649	50%	514 ( 1.1)	24,359	49%	517 ( 0.4)
Male				95	48%	472 ( 5.8)	3,689	50%	495 ( 1.0)	25,404	51%	500 ( 0.4)
Gap Female vs Male						33*			19*			17*
Ethnicity												
White (Non-Hispanic)				188	95%	490 ( 4.6)	7,045	96%	505 ( 0.8)	42,731	86%	512 ( 0.3)
African-American				9	5%		174	2%	488 ( 4.5)	5,488	11%	481 ( 0.8)
Hispanic							34		506 ( 6.9)	496	1%	495 ( 2.9)
Asian				1	1%		7			299	1%	532 ( 3.9)
Other							49	1%	511 (11.5)	593	1%	504 ( 2.7)
Gap White vs African American									17*			31*
Gap White vs Hispanic									-1			17*
Gap White vs Asian												-20*
Gap White vs Other									-6			8*
Title I												
Participating Students				198	100%	489 ( 4.5)	6,950	95%	504 ( 0.8)	33,214	67%	501 ( 0.3)
Not Participating							398	5%	513 ( 3.4)	16,579	33%	523 ( 0.5)
Gap Participating vs Non-Participating									-9*			-22*
Migrant Program												
Participating Students				7	4%		142	2%	483 ( 4.8)	685	1%	482 ( 2.3)
Not Participating				191	96%	489 ( 4.6)	7,206	98%	505 ( 0.8)	49,108	99%	509 ( 0.3)
Gap Participating vs Non-Participating									-22*			-27*
Limited English Proficiency												
Participating Students							9			188		481 ( 5.0)
Not Participating				198	100%	489 ( 4.5)	7,339	100%	504 ( 0.8)	49,605	100%	508 ( 0.3)
Gap Participating vs Non-Participating												-27*
Extended School Services												
Participating Students				47	24%	481 ( 7.9)	2,227	30%	498 ( 1.4)	12,749	26%	496 ( 0.5)
Not Participating				151	76%	491 ( 5.3)	5,121	70%	507 ( 0.9)	37,044	74%	513 ( 0.3)
Gap Participating vs Non-Participating						-10			-9*			-17*

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**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/VS**

District: ADAIR CO  
 Code: 001  
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				45	23%	532 ( 8.9)	1,568	21%	548 ( 1.7)	9,045	18%	554 ( 0.7)
Not Participating				153	77%	476 ( 4.7)	5,780	79%	492 ( 0.8)	40,748	82%	498 ( 0.3)
<i>Gap Participating vs Non-Participating</i>						56*			56*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				119	60%	469 ( 5.3)	4,550	62%	492 ( 0.9)	24,641	49%	491 ( 0.4)
Not Approved (includes not coded)				79	40%	518 ( 6.7)	2,798	38%	524 ( 1.3)	25,152	51%	525 ( 0.4)
<i>Gap Approved vs Not Approved</i>						-49*			-32*			-34*
Disability Status												
Students without Disabilities (includes not coded)				171	86%	500 ( 4.3)	6,419	87%	510 ( 0.8)	43,602	88%	514 ( 0.3)
Students with Disabilities				27	14%	418 (11.2)	929	13%	463 ( 2.2)	6,191	12%	470 ( 0.8)
Tested with Accommodations				18	9%	423 (15.6)	784	11%	461 ( 2.3)	5,006	10%	469 ( 0.9)
Tested without Accommodations				9	5%		145	2%	471 ( 6.1)	1,185	2%	473 ( 1.9)
<i>Gap With vs Without</i>						-82*			-47*			-44*
Alternate Portfolio				4	2%		53	1%		414	1%	
Exemptions (On-Demand)												
Medical							15			114		
LEP							8			216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NATIONAL NORM REFERENCED TEST (NRT)**

District: ADAIR CO  
 Code: 001  
 Grade: EP

**NRT Accountability Data by Year**

**End-of-Primary**

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	182	3	1.6	21	11.5	58	31.9	52	28.6	48	26.4
2000	197	1	0.5	24	12.2	45	22.8	60	30.5	67	34.0
2001	201	0	0.0	22	10.9	38	18.9	70	34.8	71	35.3
2002	201	0	0.0	15	7.5	41	20.4	51	25.4	94	46.8
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NRT DATA DISAGGREGATION**

District: ADAIR CO  
 Code: 001  
 Grade: End of Primary

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	201		61.7	71	60.1	69	60.4	69	62	72	7%	20%	25%	47%
Gender:														
Female	97	48%	64.2	75	63.1	73	60.4	69	64	75	5%	18%	24%	54%
Male	87	43%	57.3	64	55.4	60	58.9	66	58	65	11%	24%	28%	37%
(Not Coded)	17	8%												
Ethnicity														
White (Non-Hispanic)	191	95%	61.6	71	60.2	69	60.9	70	62.2	72	7%	21%	25%	47%
African-American	8	4%												
Hispanic														
Asian														
Other	2	1%												
(Not Coded)														
Served by Title I	201	100%	61.7	71	60.1	69	60.4	69	62	72	7%	20%	25%	47%
Served by Migrant Program	1													
Students with Limited English Proficiency														
Served by Extended School Services	20	10%	52.6	55	49.1	48	54.7	59	52.3	54	20%	25%	30%	25%
Served by Gifted and Talented Program	21	10%	79.2	92	80.5	93	81.6	93	83.7	95	0%	0%	14%	86%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	128	64%	57.6	64	56	61	57.9	65	57.9	65	10%	27%	25%	38%
Not Approved (includes not coded)	73	36%	68.9	82	67.2	79	65	76	69.1	82	3%	10%	26%	62%
Disability Status														
Students without Disabilities (includes not coded)	173	86%	64.2	75	63	73	62.8	73	64.8	76	5%	17%	25%	53%
Students with Disabilities	28	14%	46.6	44	42.4	36	45.8	42	44.7	40	21%	43%	29%	7%
Tested with Accommodations	17	8%	43.9	39	35.9	25	43.1	37	40.5	33	29%	53%	12%	6%
Tested without Accommodations	11	5%	50.7	51	52.4	55	49.9	50	51.2	52	9%	27%	55%	9%
Alternate Portfolio	3	1%												
	Number Exemptions:				Medical		LEP		Other					
			On-Demand		1									

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.

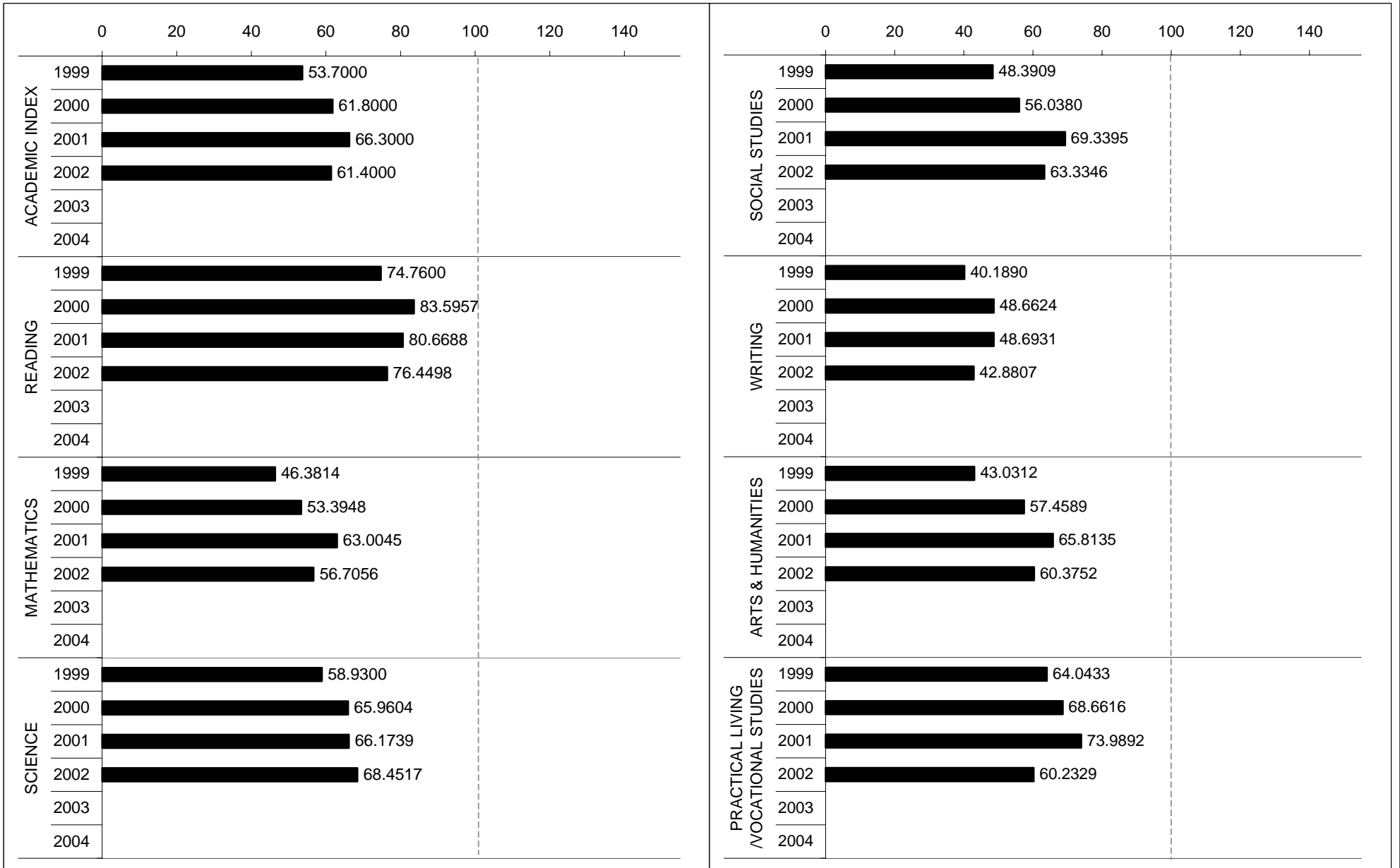


**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**CONTENT AREA INDEX TRENDS**

District: ADAIR CO

Code: 001

Grade: 07/08

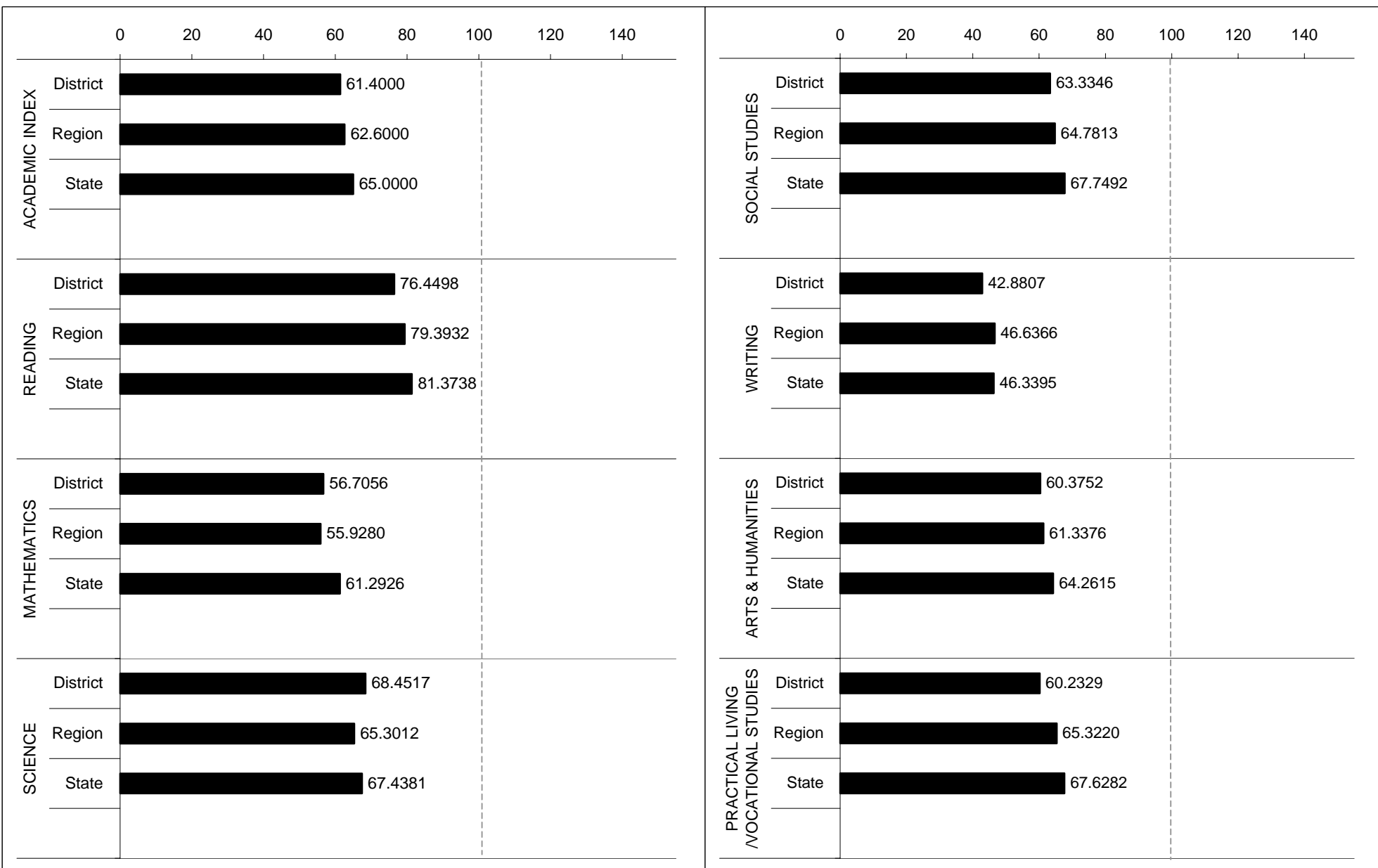


SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
ACADEMIC INDEX COMPARISONS

District: ADAIR CO

Code: 001

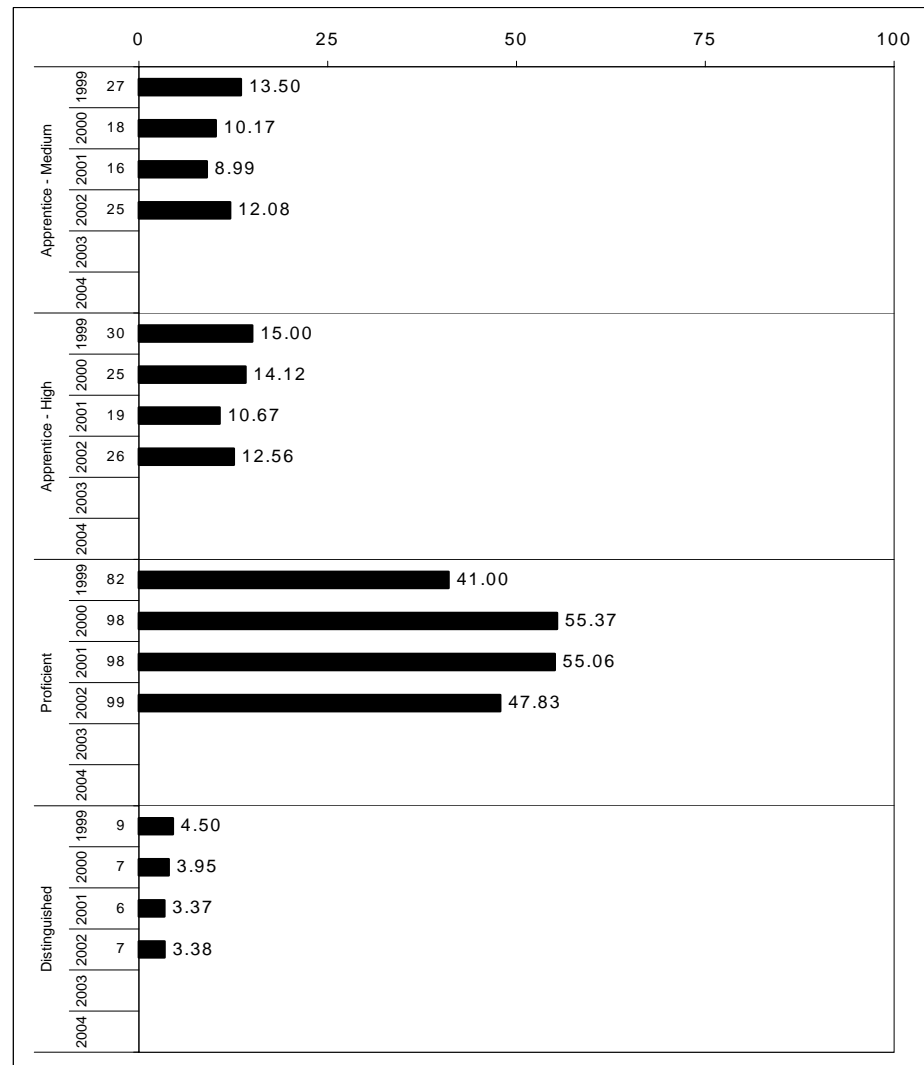
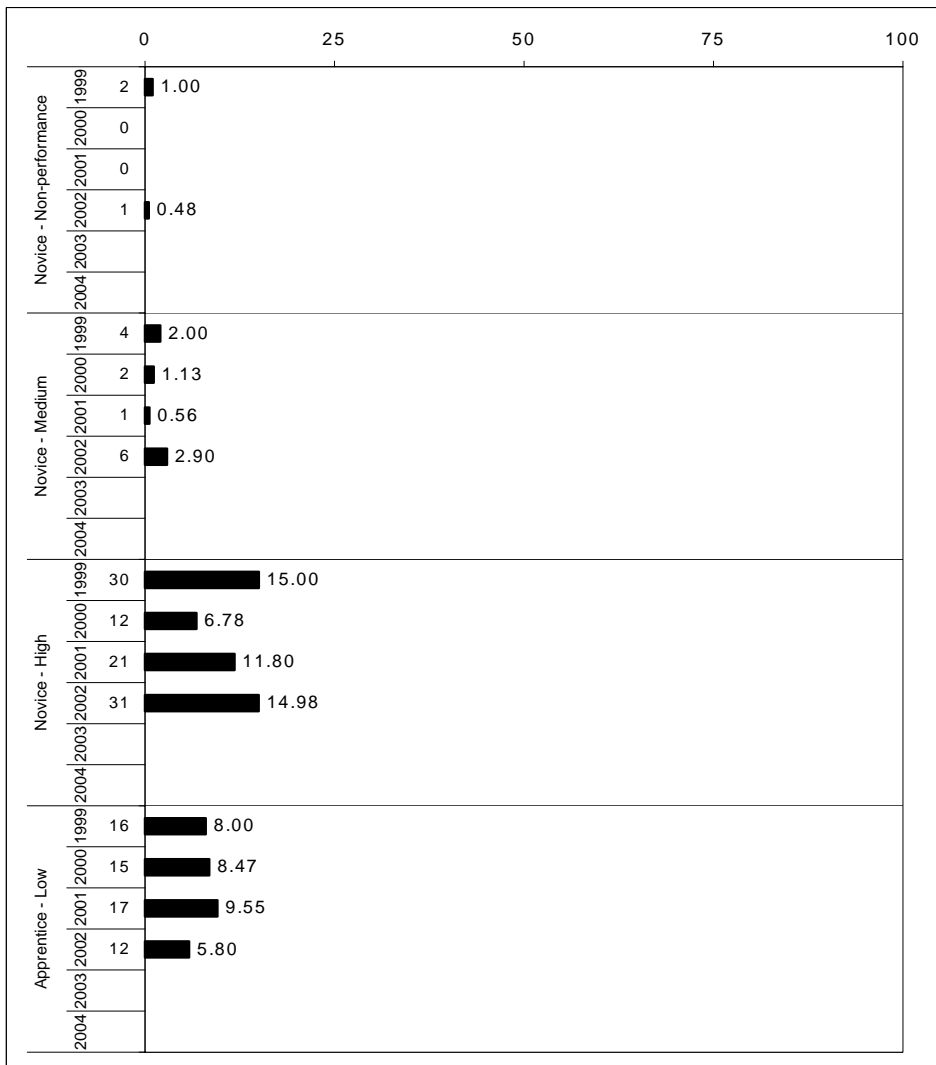
Grade: 07/08





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 07



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 07

READING SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	60	2.1	2.2									
Informational	40	2.0	2.2									
Persuasive	20	2.0	2.2									
Practical/Workplace	30	2.2	2.4									

District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 07

OPEN RESPONSE	No.	DISTRICT										STATE									School
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.0.x - Literary	12	475	0	7	28	45	16	4	1.8	0.0	113,563	1	5	26	44	21	4	1.9	-0.1		
2.0.x - Informational	8	303	0	12	21	47	18	2	1.8	0.1	73,295	1	8	23	43	21	4	1.9	-0.1		
3.0.x - Persuasive	4	203	0	7	33	44	13	3	1.7	0.1	48,709	1	4	24	47	20	4	2.0	-0.3		
4.0.x - Practical/Workplace	6	237	0	5	19	51	19	5	2.0	0.1	56,687	0	4	19	45	26	6	2.1	-0.1		



# SPRING 2002 KENTUCKY PERFORMANCE REPORT READING QUESTIONNAIRE DATA

District: ADAIR CO

Code: 001

Grade: 07

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the reading questions tested things you learned in school	7	<b>3%</b>	(4%)	34	<b>17%</b>	(28%)	118	<b>58%</b>	(51%)	37	<b>18%</b>	(16%)	5	<b>2%</b>	(1%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	2	<b>1%</b>	(1%)	15	<b>7%</b>	(4%)	151	<b>74%</b>	(71%)	30	<b>15%</b>	(23%)	5	<b>2%</b>	(1%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	6	<b>3%</b>	(2%)	12	<b>6%</b>	(3%)	51	<b>25%</b>	(22%)	127	<b>63%</b>	(71%)	5	<b>2%</b>	(1%)
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>		
	15	<b>7%</b>	(7%)	87	<b>43%</b>	(44%)	68	<b>33%</b>	(37%)	21	<b>10%</b>	(8%)	7	<b>3%</b>	(3%)
<b>In your class, how often do you do the following:</b>															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
40 listen to an adult read aloud	17	<b>8%</b>	(10%)	76	<b>37%</b>	(35%)	26	<b>13%</b>	(13%)	47	<b>23%</b>	(22%)	32	<b>16%</b>	(19%)
41 use a chart or web with passages you read	24	<b>12%</b>	(22%)	81	<b>40%</b>	(40%)	40	<b>20%</b>	(16%)	35	<b>17%</b>	(14%)	18	<b>9%</b>	(6%)
42 read novels, short stories or poems	3	<b>1%</b>	(3%)	50	<b>25%</b>	(25%)	40	<b>20%</b>	(18%)	50	<b>25%</b>	(26%)	55	<b>27%</b>	(26%)
43 read newspapers or magazines	38	<b>19%</b>	(16%)	58	<b>29%</b>	(32%)	31	<b>15%</b>	(20%)	34	<b>17%</b>	(16%)	37	<b>18%</b>	(15%)
44 spend time thinking or talking about what you are going to read BEFORE you read	38	<b>19%</b>	(22%)	47	<b>23%</b>	(27%)	33	<b>16%</b>	(18%)	35	<b>17%</b>	(19%)	42	<b>21%</b>	(14%)
45 use a computer to research and read poems, articles, stories, or books	51	<b>25%</b>	(27%)	71	<b>35%</b>	(36%)	33	<b>16%</b>	(14%)	18	<b>9%</b>	(13%)	25	<b>12%</b>	(10%)
46 use a computer to answer questions about poems, articles, stories or books you have read	58	<b>29%</b>	(36%)	67	<b>33%</b>	(33%)	24	<b>12%</b>	(13%)	24	<b>12%</b>	(9%)	24	<b>12%</b>	(6%)
47 respond in writing to what you read	14	<b>7%</b>	(11%)	43	<b>21%</b>	(28%)	34	<b>17%</b>	(20%)	60	<b>30%</b>	(24%)	47	<b>23%</b>	(16%)
48 discuss what you read with a teacher or other students	10	<b>5%</b>	(11%)	46	<b>23%</b>	(26%)	29	<b>14%</b>	(17%)	44	<b>22%</b>	(23%)	68	<b>33%</b>	(22%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

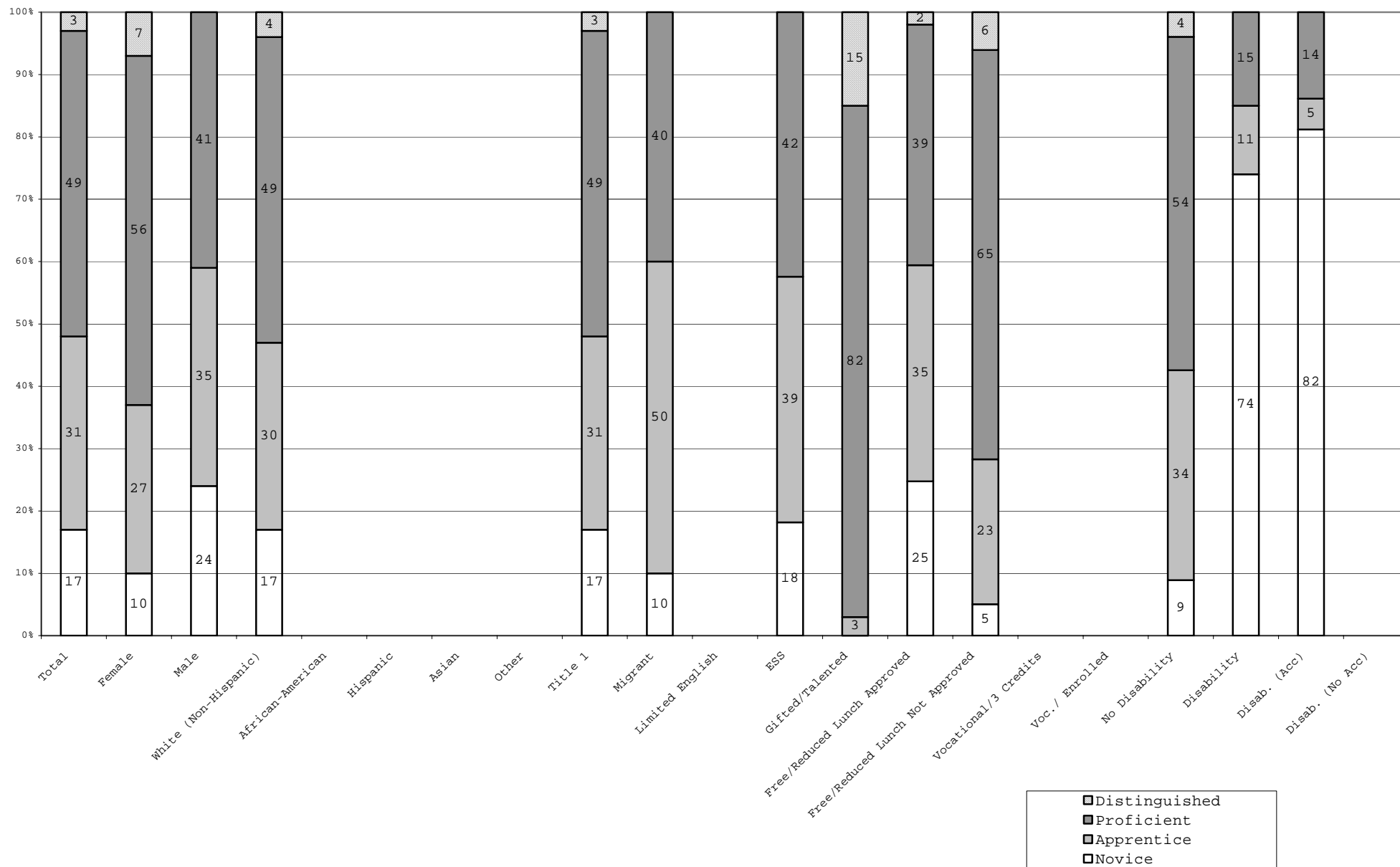
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 07

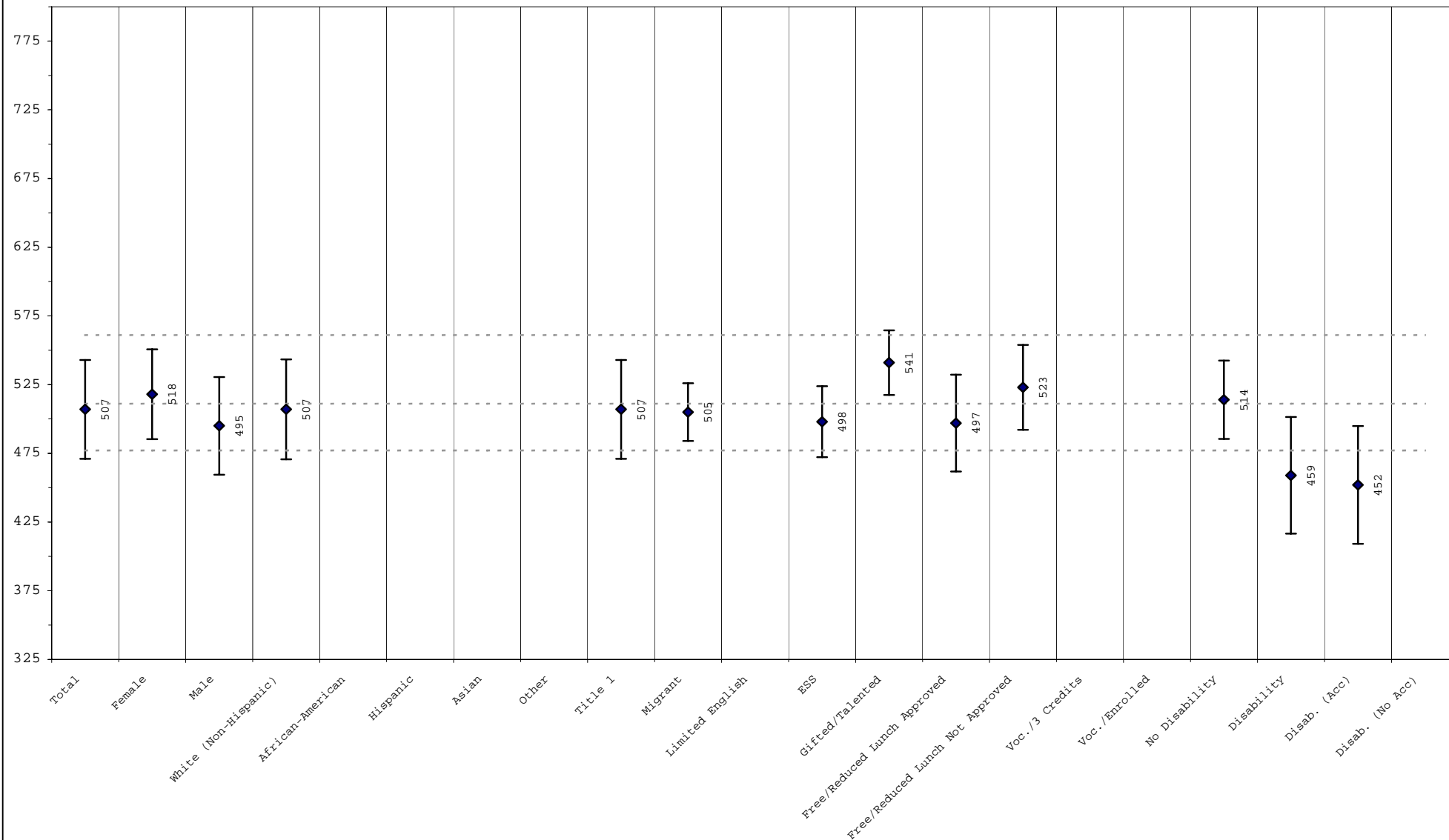


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				203		507 ( 2.5)	7,072		511 ( 0.4)	48,856		513 ( 0.2)
Gender:												
Female				105	52%	518 ( 3.2)	3,436	49%	519 ( 0.5)	23,609	48%	521 ( 0.2)
Male				98	48%	495 ( 3.6)	3,627	51%	503 ( 0.5)	25,213	52%	506 ( 0.2)
Gap Female vs Male						23*			16*			15*
Ethnicity												
White (Non-Hispanic)				196	97%	507 ( 2.6)	6,800	96%	511 ( 0.4)	42,088	86%	515 ( 0.2)
African-American				6	3%		136	2%	505 ( 2.7)	5,129	10%	496 ( 0.5)
Hispanic							24		516 ( 7.1)	449	1%	504 ( 1.9)
Asian							19		528 ( 8.6)	327	1%	530 ( 2.1)
Other				1			42	1%	524 ( 8.1)	615	1%	510 ( 1.4)
Gap White vs African American									6*			19*
Gap White vs Hispanic									-5			11*
Gap White vs Asian									-17*			-15*
Gap White vs Other									-13			5*
Title I												
Participating Students				203	100%	507 ( 2.5)	4,940	70%	511 ( 0.5)	22,844	47%	509 ( 0.2)
Not Participating							2,132	30%	511 ( 0.7)	26,012	53%	517 ( 0.2)
Gap Participating vs Non-Participating												-8*
Migrant Program												
Participating Students				10	5%	505 ( 6.6)	102	1%	498 ( 2.8)	554	1%	500 ( 1.3)
Not Participating				193	95%	507 ( 2.6)	6,970	99%	511 ( 0.4)	48,302	99%	513 ( 0.2)
Gap Participating vs Non-Participating						-2			-13*			-13*
Limited English Proficiency												
Participating Students							6			119		483 ( 4.4)
Not Participating				203	100%	507 ( 2.5)	7,066	100%	511 ( 0.4)	48,737	100%	513 ( 0.2)
Gap Participating vs Non-Participating												-30*
Extended School Services												
Participating Students				38	19%	498 ( 4.2)	1,156	16%	504 ( 0.9)	9,973	20%	506 ( 0.3)
Not Participating				165	81%	509 ( 2.9)	5,916	84%	512 ( 0.4)	38,883	80%	515 ( 0.2)
Gap Participating vs Non-Participating						-11*			-8*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 07

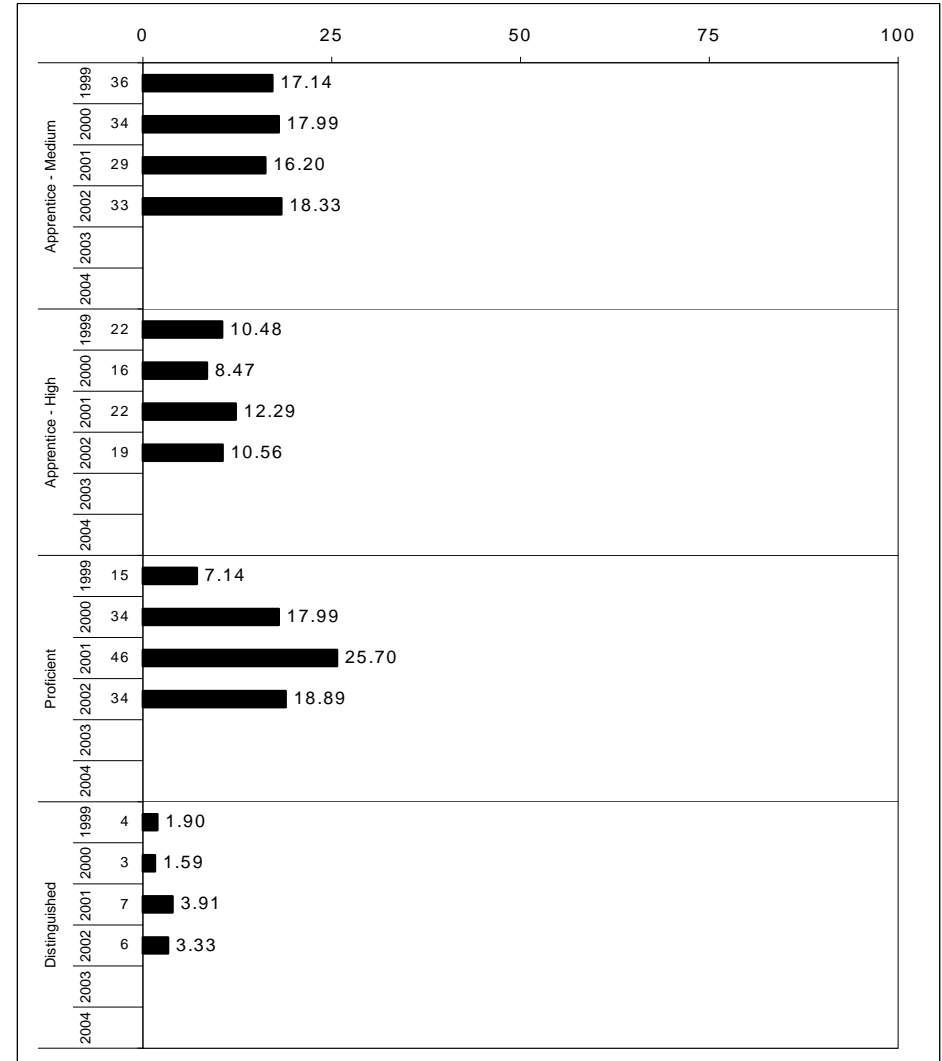
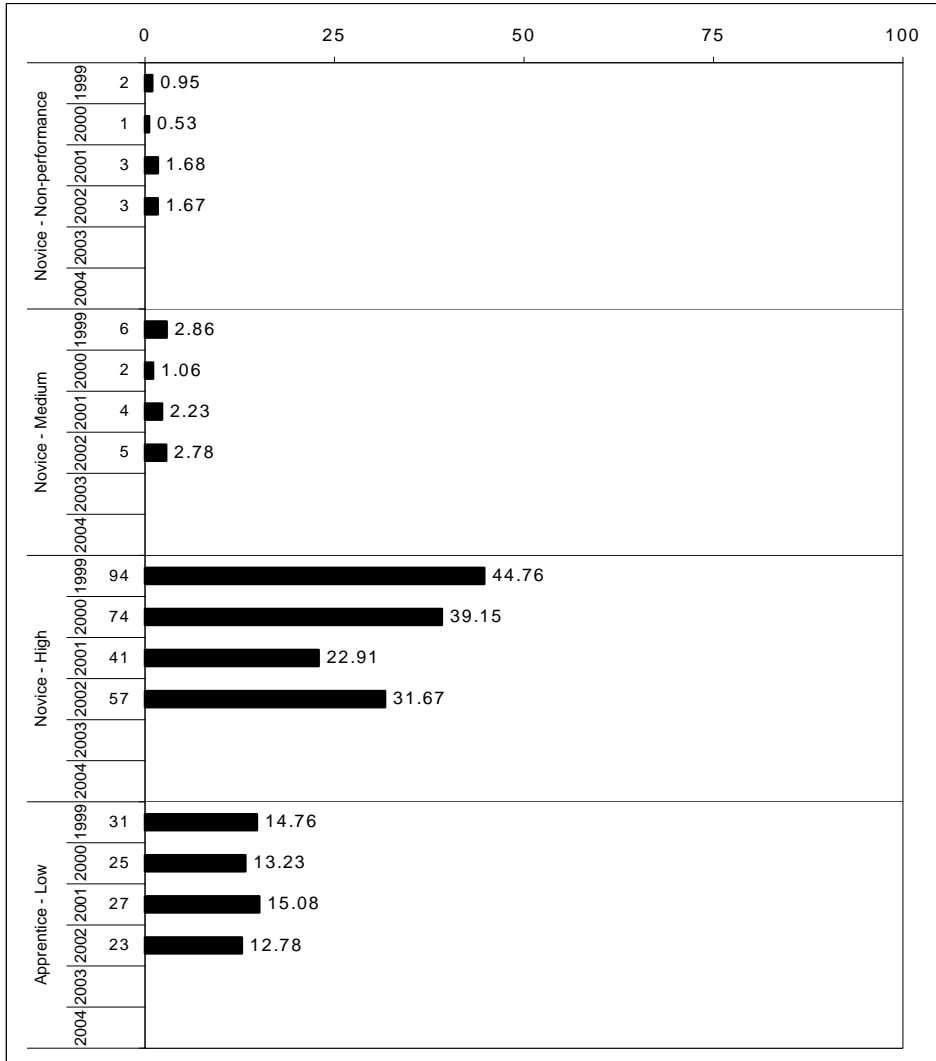
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				34	17%	541 ( 4.0)	1,219	17%	540 ( 0.8)	8,226	17%	542 ( 0.3)
Not Participating				169	83%	500 ( 2.6)	5,853	83%	505 ( 0.4)	40,630	83%	507 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						41*			35*			35*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				126	62%	497 ( 3.1)	4,210	60%	503 ( 0.5)	22,205	45%	502 ( 0.2)
Not Approved (includes not coded)				77	38%	523 ( 3.5)	2,862	40%	523 ( 0.6)	26,651	55%	523 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-26*			-20*			-21*
Disability Status												
Students without Disabilities (includes not coded)				176	87%	514 ( 2.1)	6,194	88%	516 ( 0.4)	43,093	88%	517 ( 0.2)
Students with Disabilities				27	13%	459 ( 8.2)	878	12%	478 ( 1.1)	5,763	12%	481 ( 0.4)
Tested with Accommodations				22	11%	452 ( 9.1)	691	10%	477 ( 1.1)	4,117	8%	480 ( 0.5)
Tested without Accommodations				5	2%		187	3%	481 ( 2.6)	1,646	3%	483 ( 0.9)
<i>Gap With vs Without</i>						-55*			-38*			-36*
Alternate Portfolio				4	2%		68	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			17			146		
LEP							3			206		
Other										13		

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**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 08

**MATHEMATICS SUB-DOMAIN MEAN SCORES**

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	56	1.7	1.8									
Geometry/Measurement	44	1.6	1.7									
Probability/Statistics	26	2.0	2.0									
Algebraic Ideas	44	1.7	1.8									

District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS CORE CONTENT**

District: ADAIR CO  
Code: 001  
Grade: 08

OPEN RESPONSE	No. Items	No. Observations	DISTRICT								Std. Err.	No. Observations	STATE								School -State Mean
			Percents							Mean			Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Number/Computation	13	382	1	25	37	16	13	8	1.4	0.1	101,179	1	22	34	21	15	8	1.5	-0.1		
1.1.x - Concepts	2	61	2	33	25	21	11	8	1.3	0.1	15,461	1	19	29	30	14	6	1.6	-0.3		
1.2.x - Skills	12	352	1	25	38	15	13	8	1.4	0.1	93,455	1	22	34	20	15	8	1.5	-0.1		
1.3.x - Relationships	0	0									0										
2.x.x - Geometry/Measurement	10	297	1	26	37	20	12	4	1.3	0.1	77,570	1	23	35	23	12	7	1.4	-0.1		
2.1.x - Concepts	1	30	3	37	43	7	3	7	0.9	0.3	7,724	1	33	26	15	12	13	1.4	-0.5		
2.2.x - Skills	7	210	1	25	36	22	12	4	1.3	0.1	54,162	1	21	37	27	10	5	1.4	-0.1		
2.3.x - Relationships	2	57	0	25	35	16	19	5	1.5	0.2	15,684	1	26	31	14	18	10	1.6	-0.1		
3.x.x - Probability/Statistics	7	205	0	17	22	34	23	4	1.7	0.1	54,352	0	15	24	27	27	6	1.8	-0.1		
3.1.x - Concepts	1	30	3	3	23	23	47	0	2.1	0.2	7,724	0	8	15	27	47	2	2.2	-0.1		
3.2.x - Skills	7	205	0	17	22	34	23	4	1.7	0.1	54,352	0	15	24	27	27	6	1.8	-0.1		
3.3.x - Relationships	2	59	0	8	27	42	20	2	1.8	0.1	15,682	0	13	26	34	22	4	1.8	0.0		
4.x.x - Algebraic Ideas	13	378	1	20	39	26	9	6	1.4	0.1	101,193	1	18	35	27	12	7	1.6	-0.2		
4.1.x - Concepts	2	60	0	27	28	35	7	3	1.3	0.2	15,466	1	25	27	29	10	7	1.4	-0.1		
4.2.x - Skills	11	319	1	21	41	22	8	7	1.4	0.1	85,511	1	19	36	24	13	8	1.5	-0.1		
4.3.x - Relationships	7	201	0	19	37	22	13	8	1.5	0.1	54,796	1	15	32	32	13	7	1.6	-0.1		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	43	1,524	58	43	0				0.57	0.01	404,121	59	41	0				0.59	-0.02		
1.1.x - Concepts	15	588	60	40	0				0.60	0.02	155,305	57	43	0				0.57	0.03		
1.2.x - Skills	24	761	55	46	0				0.55	0.02	202,186	59	41	0				0.59	-0.04		
1.3.x - Relationships	6	232	66	34	0				0.66	0.03	62,304	63	37	0				0.63	0.03		
2.x.x - Geometry/Measurement	34	1,115	55	45	0				0.55	0.01	295,221	58	42	0				0.58	-0.03		
2.1.x - Concepts	10	351	58	42	0				0.58	0.03	93,223	59	41	0				0.59	-0.01		
2.2.x - Skills	23	737	55	45	0				0.55	0.02	194,038	57	43	0				0.57	-0.02		
2.3.x - Relationships	3	85	51	49	0				0.51	0.05	23,629	56	44	0				0.56	-0.05		
3.x.x - Probability/Statistics	19	705	63	37	0				0.63	0.02	186,505	59	41	0				0.59	0.04		
3.1.x - Concepts	4	145	68	32	0				0.68	0.04	39,105	59	41	0				0.59	0.09		
3.2.x - Skills	14	502	65	35	0				0.65	0.02	131,731	63	37	0				0.63	0.02		
3.3.x - Relationships	2	87	48	52	0				0.48	0.05	23,408	38	62	0				0.38	0.10		
4.x.x - Algebraic Ideas	31	1,082	57	43	0				0.57	0.02	287,695	56	44	0				0.56	0.01		
4.1.x - Concepts	11	382	58	42	0				0.58	0.03	101,008	57	43	0				0.57	0.01		
4.2.x - Skills	19	671	57	43	0				0.56	0.02	178,938	55	45	0				0.55	0.01		
4.3.x - Relationships	3	87	45	55	0				0.45	0.05	23,227	46	54	0				0.46	-0.01		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	1	<b>1%</b>	(1%)	28	<b>16%</b>	(14%)	105	<b>60%</b>	(54%)	41	<b>23%</b>	(29%)	1	<b>1%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	4	<b>2%</b>	(2%)	27	<b>15%</b>	(8%)	121	<b>69%</b>	(68%)	23	<b>13%</b>	(20%)	1	<b>1%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	5	<b>3%</b>	(2%)	3	<b>2%</b>	(3%)	39	<b>22%</b>	(20%)	129	<b>73%</b>	(74%)	0	<b>0%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	9	<b>5%</b>	(11%)	115	<b>65%</b>	(54%)	25	<b>14%</b>	(14%)	17	<b>10%</b>	(14%)	10	<b>6%</b>	(6%)
40 work on mathematics projects/investigations that require more than one class period	38	<b>22%</b>	(24%)	73	<b>41%</b>	(46%)	35	<b>20%</b>	(14%)	20	<b>11%</b>	(10%)	9	<b>5%</b>	(5%)
41 use a calculator	5	<b>3%</b>	(2%)	12	<b>7%</b>	(9%)	4	<b>2%</b>	(6%)	25	<b>14%</b>	(18%)	130	<b>74%</b>	(64%)
42 use a computer	55	<b>31%</b>	(47%)	84	<b>48%</b>	(31%)	19	<b>11%</b>	(8%)	11	<b>6%</b>	(6%)	7	<b>4%</b>	(7%)
43 write about mathematics	37	<b>21%</b>	(21%)	76	<b>43%</b>	(34%)	26	<b>15%</b>	(14%)	18	<b>10%</b>	(13%)	18	<b>10%</b>	(15%)
44 use hands-on materials other than books, worksheets, calculators or computers	24	<b>14%</b>	(17%)	86	<b>49%</b>	(40%)	27	<b>15%</b>	(15%)	22	<b>13%</b>	(14%)	17	<b>10%</b>	(12%)
45 draw pictures or charts to help explain your thinking	4	<b>2%</b>	(4%)	70	<b>40%</b>	(28%)	43	<b>24%</b>	(20%)	39	<b>22%</b>	(28%)	19	<b>11%</b>	(18%)
46 discuss different ways to solve problems	2	<b>1%</b>	(3%)	16	<b>9%</b>	(11%)	19	<b>11%</b>	(13%)	64	<b>36%</b>	(28%)	75	<b>43%</b>	(44%)
47 receive meaningful feedback on assignments	8	<b>5%</b>	(8%)	21	<b>12%</b>	(18%)	29	<b>16%</b>	(17%)	52	<b>30%</b>	(27%)	65	<b>37%</b>	(28%)
48 work on mathematics that is related to real-life experiences	2	<b>1%</b>	(7%)	19	<b>11%</b>	(23%)	18	<b>10%</b>	(17%)	39	<b>22%</b>	(27%)	97	<b>55%</b>	(24%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

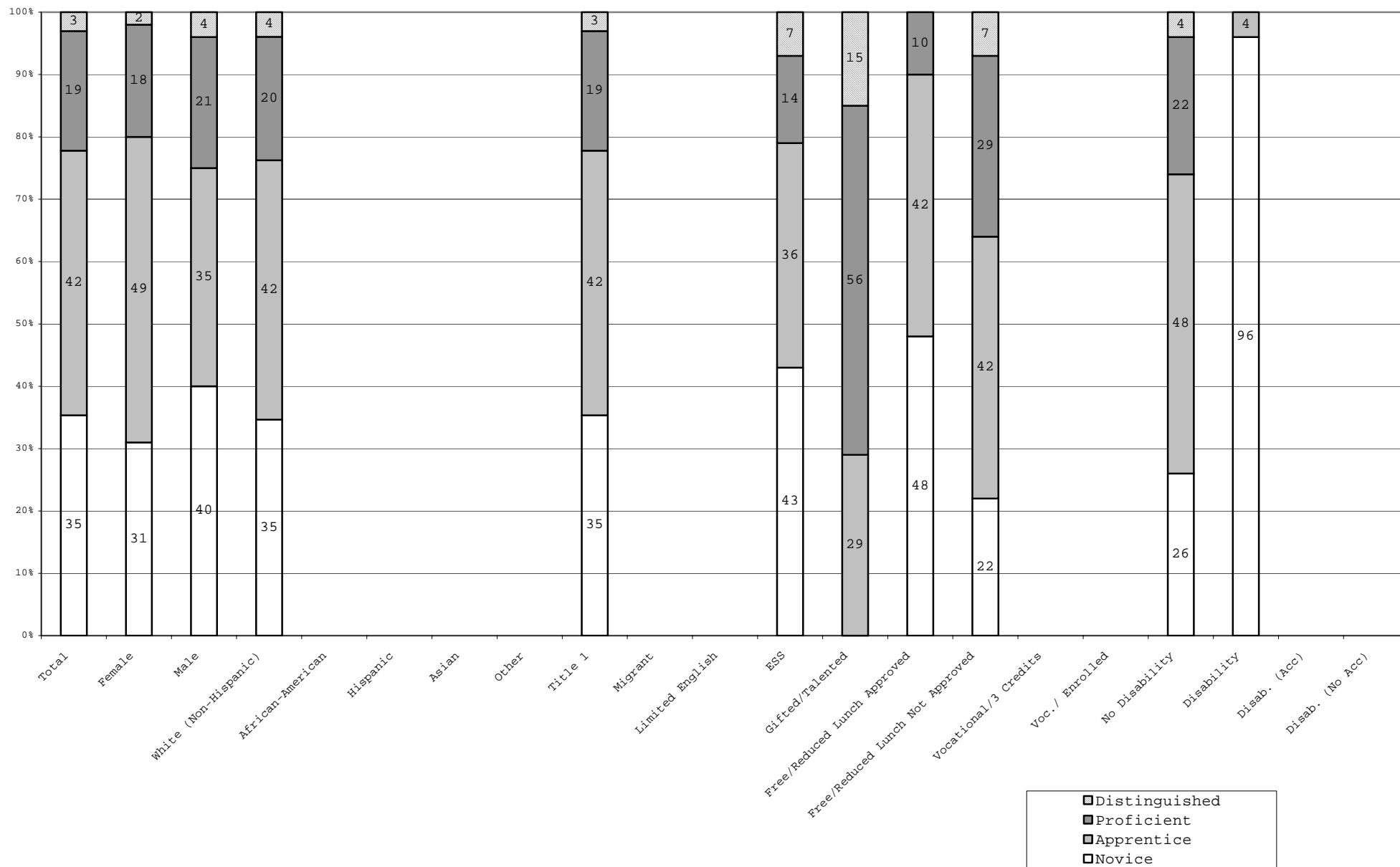
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 08

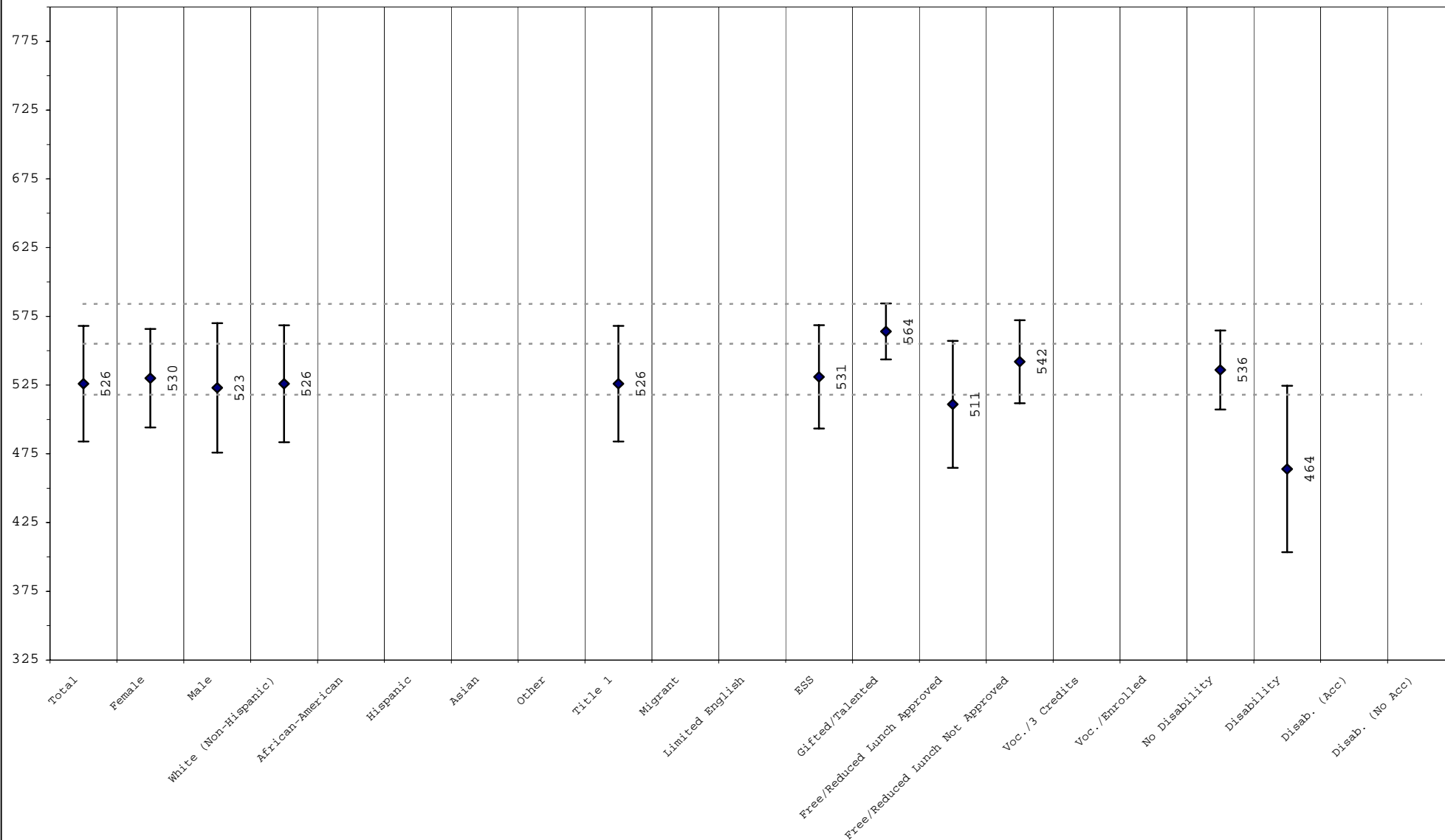


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				176		526 ( 3.2)	7,020		524 ( 0.5)	46,957		530 ( 0.2)
Gender:												
Female				85	48%	530 ( 3.9)	3,433	49%	528 ( 0.7)	22,893	49%	532 ( 0.3)
Male				91	52%	523 ( 4.9)	3,583	51%	521 ( 0.7)	24,042	51%	528 ( 0.3)
Gap Female vs Male						7			7*			4*
Ethnicity												
White (Non-Hispanic)				170	97%	526 ( 3.3)	6,730	96%	525 ( 0.5)	40,780	87%	533 ( 0.2)
African-American				4	2%		143	2%	506 ( 3.7)	4,723	10%	507 ( 0.6)
Hispanic							40	1%	518 ( 5.8)	453	1%	521 ( 2.1)
Asian							19		528 (17.7)	311	1%	557 ( 2.7)
Other				1	1%		59	1%	521 ( 5.2)	547	1%	527 ( 1.7)
Gap White vs African American									19*			26*
Gap White vs Hispanic									7			12*
Gap White vs Asian									-3			-24*
Gap White vs Other									4			6*
Title I												
Participating Students				176	100%	526 ( 3.2)	4,904	70%	523 ( 0.6)	21,583	46%	523 ( 0.3)
Not Participating							2,116	30%	526 ( 0.9)	25,374	54%	535 ( 0.2)
Gap Participating vs Non-Participating									-3*			-12*
Migrant Program												
Participating Students				9	5%		96	1%	503 ( 4.6)	449	1%	511 ( 2.1)
Not Participating				167	95%	530 ( 2.7)	6,924	99%	524 ( 0.5)	46,508	99%	530 ( 0.2)
Gap Participating vs Non-Participating									-21*			-19*
Limited English Proficiency												
Participating Students							5			118		502 ( 5.4)
Not Participating				176	100%	526 ( 3.2)	7,015	100%	524 ( 0.5)	46,839	100%	530 ( 0.2)
Gap Participating vs Non-Participating												-28*
Extended School Services												
Participating Students				14	8%	531 (10.0)	1,129	16%	522 ( 1.0)	7,703	16%	523 ( 0.4)
Not Participating				162	92%	526 ( 3.3)	5,891	84%	524 ( 0.5)	39,254	84%	531 ( 0.2)
Gap Participating vs Non-Participating						5			-2			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 08

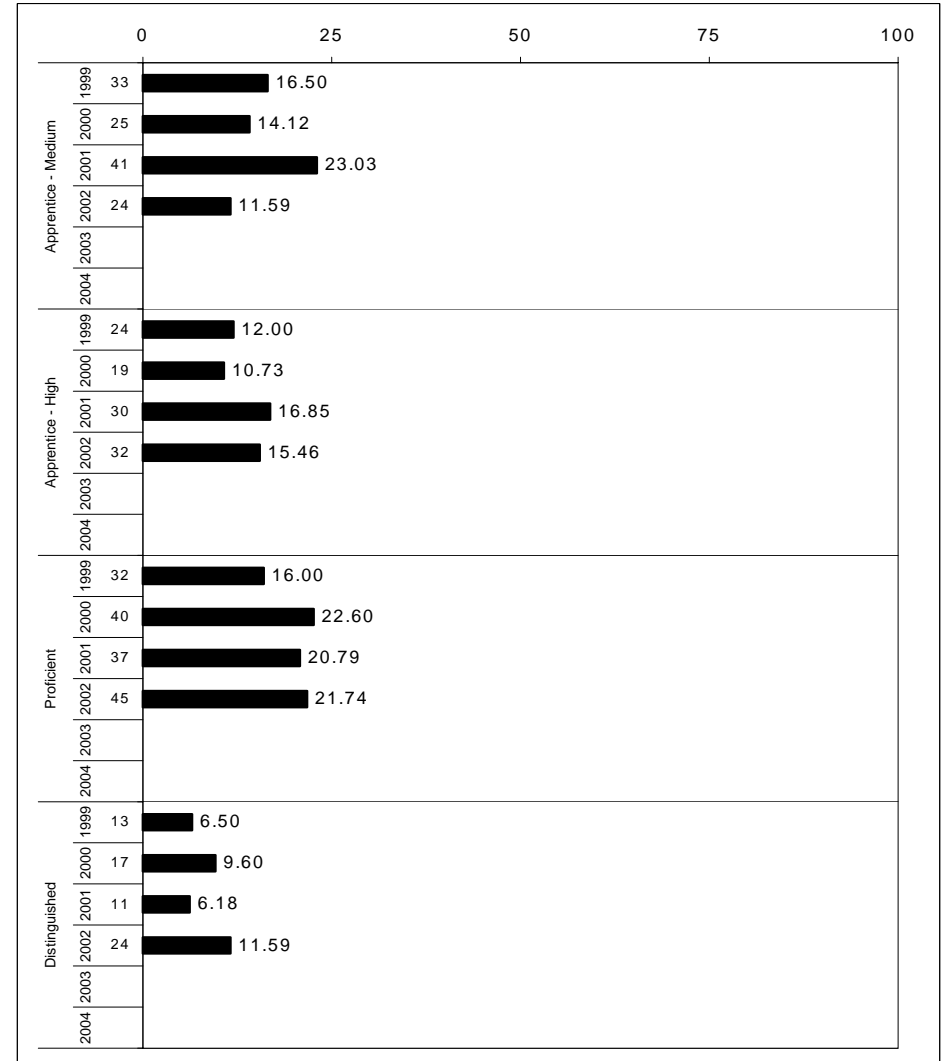
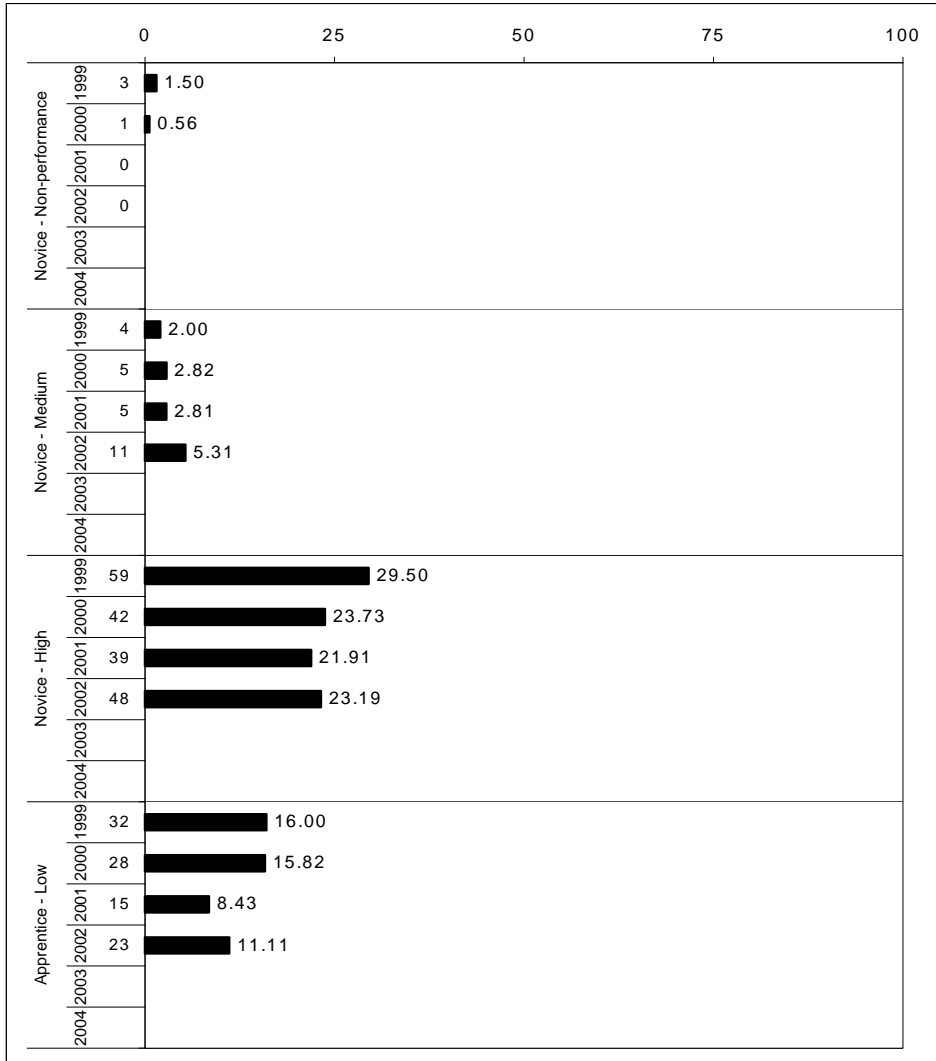
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				34	19%	564 ( 3.5)	1,149	16%	558 ( 0.8)	8,093	17%	565 ( 0.3)
Not Participating				142	81%	517 ( 3.4)	5,871	84%	517 ( 0.5)	38,864	83%	523 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						47*			41*			42*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				90	51%	511 ( 4.9)	3,970	57%	514 ( 0.6)	20,016	43%	515 ( 0.3)
Not Approved (includes not coded)				86	49%	542 ( 3.3)	3,050	43%	537 ( 0.7)	26,941	57%	541 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-31*			-23*			-26*
Disability Status												
Students without Disabilities (includes not coded)				153	87%	536 ( 2.3)	6,125	87%	531 ( 0.4)	41,500	88%	536 ( 0.2)
Students with Disabilities				23	13%	464 (12.6)	895	13%	478 ( 1.7)	5,457	12%	485 ( 0.7)
Tested with Accommodations				18	10%		656	9%	475 ( 1.9)	3,701	8%	482 ( 0.8)
Tested without Accommodations				5	3%		239	3%	484 ( 3.5)	1,756	4%	493 ( 1.2)
<i>Gap With vs Without</i>						-72*			-53*			-51*
Alternate Portfolio				4	2%		68	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			27			139		
LEP							8			186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 07



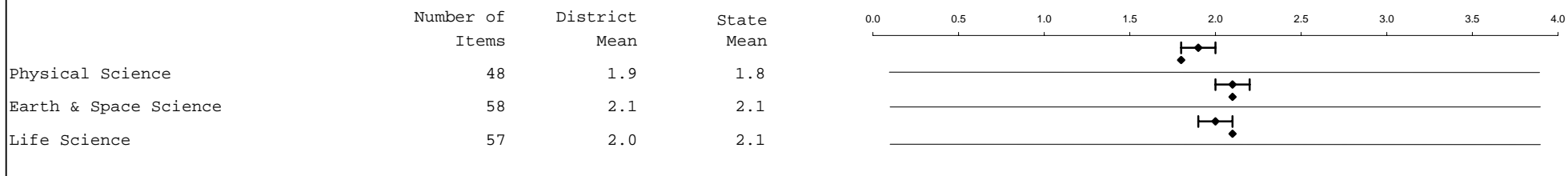
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 07

SCIENCE SUB-DOMAIN MEAN SCORES



District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 07

OPEN RESPONSE	No. Items	No. Observations	DISTRICT								Std. Err.	STATE									School -State Mean		
			Percents									Mean	No. Observations	Percents								Mean	
			B	0	1	2	3	4	B	0				1	2	3	4						
1.x.x - Physical Science	12	406	1	17	26	32	17	7	1.7	0.1	97,327	1	19	30	32	13	6	1.6	0.1				
1.1.x - Matter Properties/Changes	3	102	0	13	20	39	17	12	2.0	0.1	24,471	1	20	30	32	12	5	1.5	0.5				
1.2.x - Motions and Forces	4	136	2	21	39	22	13	3	1.3	0.1	32,315	1	21	37	27	11	3	1.4	-0.1				
1.3.x - Transfer of Energy	5	168	0	17	20	35	20	7	1.8	0.1	40,541	1	17	23	35	16	8	1.7	0.1				
2.x.x - Earth & Space Science	14	474	1	11	25	32	20	10	1.9	0.1	113,592	1	12	24	33	21	9	1.9	0.0				
2.1.x - Earth's System Structure	9	305	1	10	26	30	21	12	2.0	0.1	73,309	1	12	25	33	20	9	1.9	0.1				
2.2.x - Earth's History	4	136	2	10	29	32	14	13	1.9	0.1	32,315	1	17	27	32	18	5	1.7	0.2				
2.3.x - Earth in the Solar System	3	101	0	16	16	36	25	8	1.9	0.1	24,142	1	10	18	32	28	11	2.1	-0.2				
3.x.x - Life Science	14	474	2	16	29	28	18	8	1.7	0.1	113,554	1	15	25	31	20	7	1.8	-0.1				
3.1.x - Living Systems ...	2	68	0	4	35	29	22	9	2.0	0.1	16,050	1	4	22	36	29	8	2.1	-0.1				
3.2.x - Regulation and Behavior	1	34	9	44	26	12	6	3	0.8	0.2	8,068	2	29	28	24	13	5	1.3	-0.5				
3.3.x - Reproduction and Heredity	1	33	6	15	39	21	15	3	1.4	0.2	8,417	3	22	31	21	14	10	1.5	-0.1				
3.4.x - Organisms:Diversity/Adapt.	5	170	1	16	17	34	22	9	1.9	0.1	40,741	1	18	23	31	20	8	1.7	0.2				
3.5.x - Populations & Ecosystems	5	169	1	14	37	27	14	7	1.6	0.1	40,278	1	13	26	34	20	7	1.8	-0.2				
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult								
1.x.x - Physical Science	36	1,454	62	38	0					0.62	0.01	349,380	60	40	0					0.60	0.02		
1.1.x - Matter Properties/Changes	11	470	65	34	0					0.65	0.02	113,833	60	40	0					0.60	0.05		
1.2.x - Motions and Forces	10	374	64	36	0					0.64	0.03	89,416	62	38	0					0.61	0.03		
1.3.x - Transfer of Energy	16	644	60	40	0					0.60	0.02	154,108	60	40	0					0.60	0.00		
2.x.x - Earth & Space Science	44	1,758	61	39	0					0.61	0.01	421,911	61	39	0					0.61	0.00		
2.1.x - Earth's System Structure	17	677	63	37	0					0.63	0.02	162,626	61	39	0					0.61	0.02		
2.2.x - Earth's History	6	336	61	39	0					0.61	0.03	81,617	62	38	0					0.62	-0.01		
2.3.x - Earth in the Solar System	21	745	60	40	0					0.60	0.02	177,668	61	39	0					0.61	-0.01		
3.x.x - Life Science	43	1,793	66	34	0					0.66	0.01	430,404	66	34	0					0.66	0.00		
3.1.x - Living Systems ...	7	307	57	43	0					0.57	0.03	72,840	62	38	0					0.62	-0.05		
3.2.x - Regulation and Behavior	11	513	58	42	0					0.58	0.02	121,276	60	40	0					0.60	-0.02		
3.3.x - Reproduction and Heredity	5	202	73	27	0					0.73	0.03	48,733	71	29	0					0.71	0.02		
3.4.x - Organisms:Diversity/Adapt.	7	269	69	31	0					0.69	0.03	64,774	71	29	0					0.71	-0.02		
3.5.x - Populations & Ecosystems	16	638	70	30	0					0.70	0.02	155,000	68	32	0					0.68	0.02		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 07

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the science questions tested things you learned in school	3	<b>1%</b>	(2%)	45	<b>22%</b>	(28%)	119	<b>59%</b>	(53%)	31	<b>15%</b>	(14%)	5	<b>2%</b>	(2%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	4	<b>2%</b>	(1%)	15	<b>7%</b>	(8%)	148	<b>73%</b>	(69%)	32	<b>16%</b>	(19%)	4	<b>2%</b>	(2%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	8	<b>4%</b>	(3%)	11	<b>5%</b>	(4%)	54	<b>27%</b>	(22%)	126	<b>62%</b>	(70%)	4	<b>2%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
39 read from a textbook	71	<b>35%</b>	(6%)	42	<b>21%</b>	(26%)	17	<b>8%</b>	(13%)	34	<b>17%</b>	(26%)	36	<b>18%</b>	(28%)
40 read about science in magazines or books other than a textbook	21	<b>10%</b>	(17%)	87	<b>43%</b>	(40%)	48	<b>24%</b>	(20%)	30	<b>15%</b>	(15%)	14	<b>7%</b>	(7%)
41 work on worksheets	2	<b>1%</b>	(2%)	30	<b>15%</b>	(15%)	27	<b>13%</b>	(14%)	74	<b>36%</b>	(34%)	66	<b>33%</b>	(34%)
42 work with other students in pairs, small groups or teams	4	<b>2%</b>	(5%)	51	<b>25%</b>	(42%)	47	<b>23%</b>	(22%)	56	<b>28%</b>	(20%)	41	<b>20%</b>	(10%)
43 watch your teacher do a science demonstration	10	<b>5%</b>	(9%)	59	<b>29%</b>	(41%)	47	<b>23%</b>	(20%)	57	<b>28%</b>	(17%)	26	<b>13%</b>	(10%)
44 watch a video	7	<b>3%</b>	(3%)	99	<b>49%</b>	(50%)	52	<b>26%</b>	(23%)	36	<b>18%</b>	(15%)	6	<b>3%</b>	(6%)
45 use equipment like microscopes, computers and beakers in your investigations	13	<b>6%</b>	(15%)	89	<b>44%</b>	(51%)	45	<b>22%</b>	(16%)	38	<b>19%</b>	(11%)	15	<b>7%</b>	(5%)
46 design and conduct scientific investigations about things in which you are interested	30	<b>15%</b>	(26%)	78	<b>38%</b>	(41%)	38	<b>19%</b>	(17%)	34	<b>17%</b>	(10%)	19	<b>9%</b>	(5%)
47 design and conduct scientific investigations about things your teacher wants you to study	15	<b>7%</b>	(13%)	53	<b>26%</b>	(39%)	50	<b>25%</b>	(22%)	46	<b>23%</b>	(16%)	34	<b>17%</b>	(8%)
48 communicate (draw,graph,write) about the design, procedures and results of your investigations	7	<b>3%</b>	(11%)	47	<b>23%</b>	(37%)	60	<b>30%</b>	(23%)	44	<b>22%</b>	(18%)	40	<b>20%</b>	(10%)
49 discuss your investigations with a teacher or other students	9	<b>4%</b>	(14%)	47	<b>23%</b>	(33%)	47	<b>23%</b>	(20%)	47	<b>23%</b>	(18%)	50	<b>25%</b>	(13%)

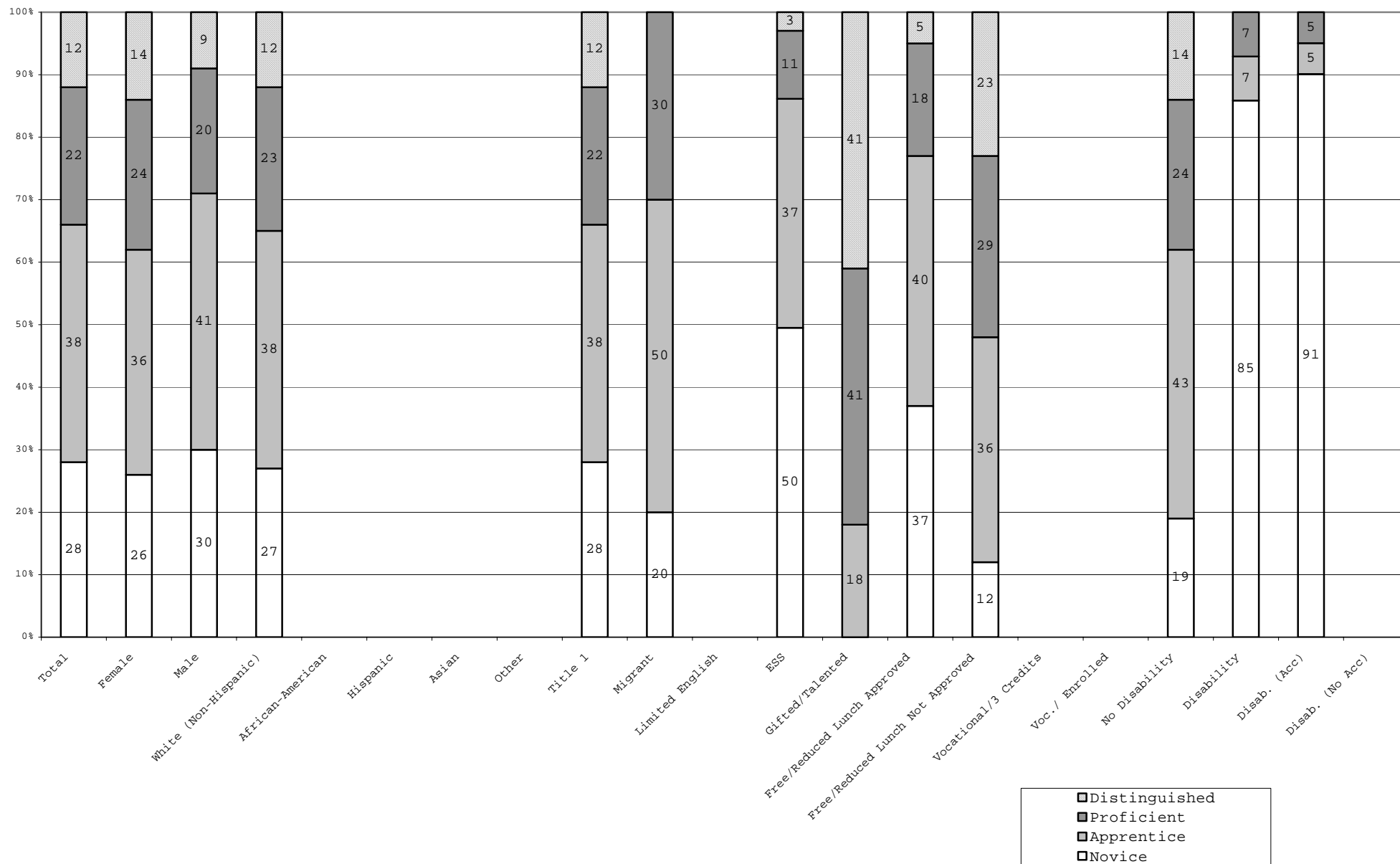
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SCIENCE DISAGGREGATION  
Performance Level Percents

District: ADAIR CO  
Code: 001  
Grade: 07

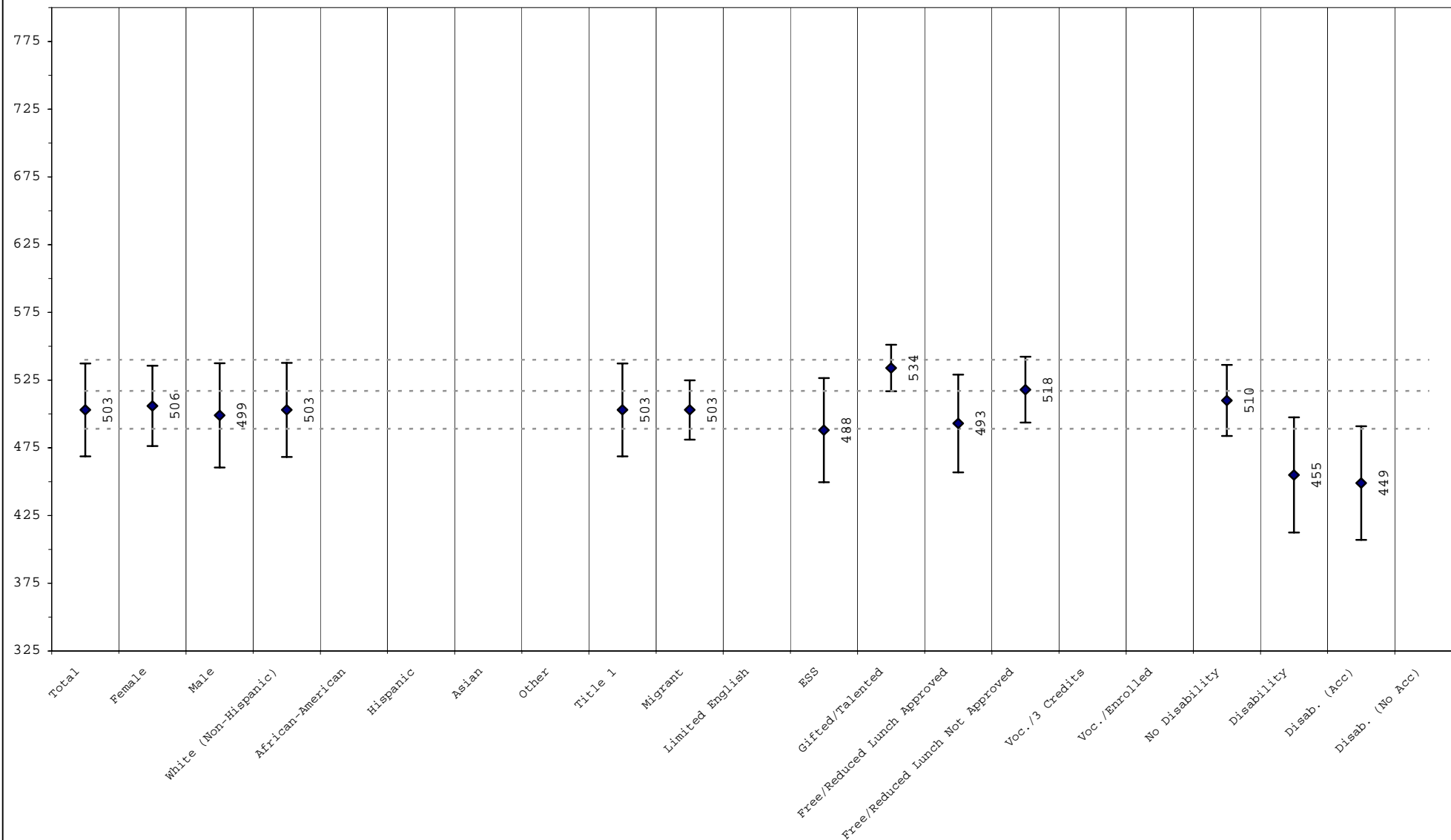


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				203		503 ( 2.4)	7,072		500 ( 0.4)	48,856		502 ( 0.2)
Gender:												
Female				105	52%	506 ( 2.9)	3,436	49%	501 ( 0.5)	23,609	48%	502 ( 0.2)
Male				98	48%	499 ( 3.9)	3,627	51%	500 ( 0.6)	25,213	52%	502 ( 0.2)
Gap Female vs Male						7			1			
Ethnicity												
White (Non-Hispanic)				196	97%	503 ( 2.5)	6,800	96%	501 ( 0.4)	42,088	86%	505 ( 0.2)
African-American				6	3%		136	2%	490 ( 2.6)	5,129	10%	480 ( 0.5)
Hispanic							24		499 ( 5.8)	449	1%	491 ( 1.9)
Asian							19		520 ( 7.2)	327	1%	517 ( 2.0)
Other				1			42	1%	506 ( 4.5)	615	1%	498 ( 1.3)
Gap White vs African American									11*			25*
Gap White vs Hispanic									2			14*
Gap White vs Asian									-19*			-12*
Gap White vs Other									-5			7*
Title I												
Participating Students				203	100%	503 ( 2.4)	4,940	70%	500 ( 0.5)	22,844	47%	497 ( 0.2)
Not Participating							2,132	30%	502 ( 0.7)	26,012	53%	506 ( 0.2)
Gap Participating vs Non-Participating									-2*			-9*
Migrant Program												
Participating Students				10	5%	503 ( 6.9)	102	1%	487 ( 3.1)	554	1%	491 ( 1.4)
Not Participating				193	95%	503 ( 2.5)	6,970	99%	501 ( 0.4)	48,302	99%	502 ( 0.2)
Gap Participating vs Non-Participating									-14*			-11*
Limited English Proficiency												
Participating Students							6			119		470 ( 4.5)
Not Participating				203	100%	503 ( 2.4)	7,066	100%	500 ( 0.4)	48,737	100%	502 ( 0.2)
Gap Participating vs Non-Participating												-32*
Extended School Services												
Participating Students				38	19%	488 ( 6.2)	1,156	16%	495 ( 0.9)	9,973	20%	496 ( 0.3)
Not Participating				165	81%	506 ( 2.5)	5,916	84%	501 ( 0.4)	38,883	80%	504 ( 0.2)
Gap Participating vs Non-Participating						-18*			-6*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 07

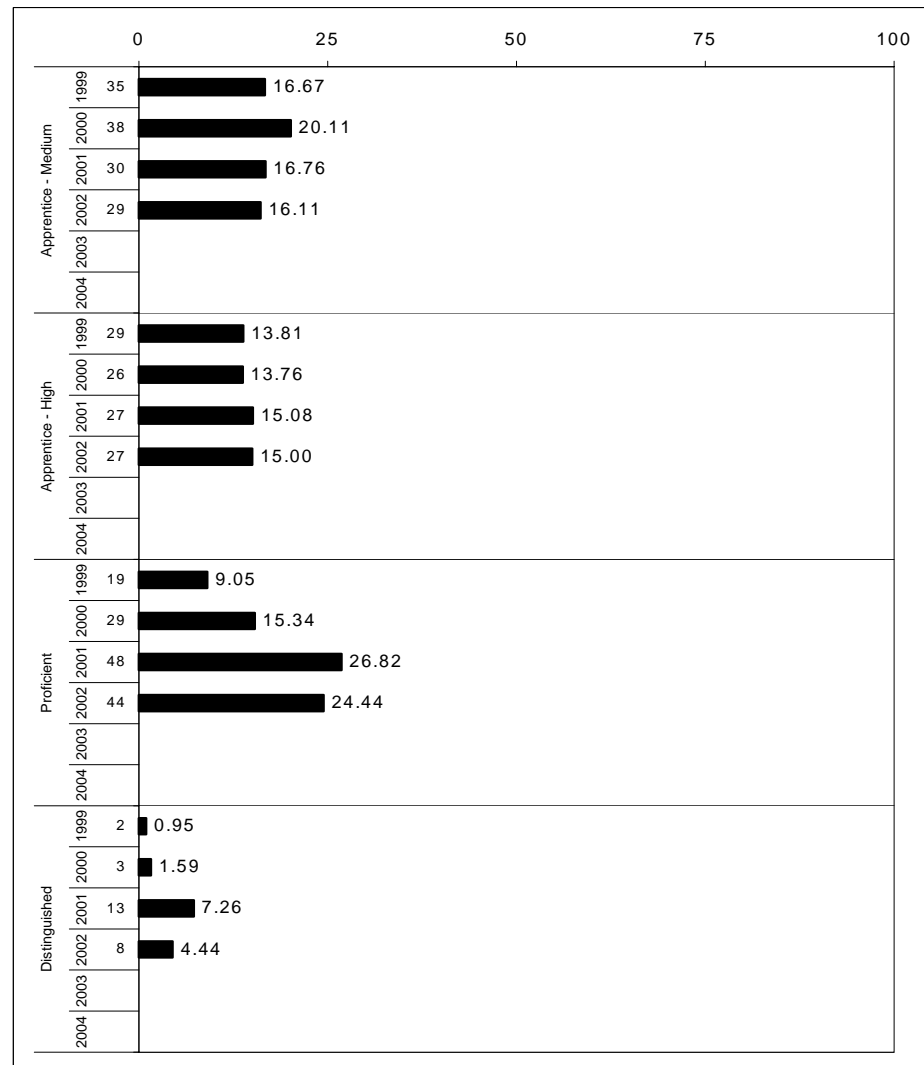
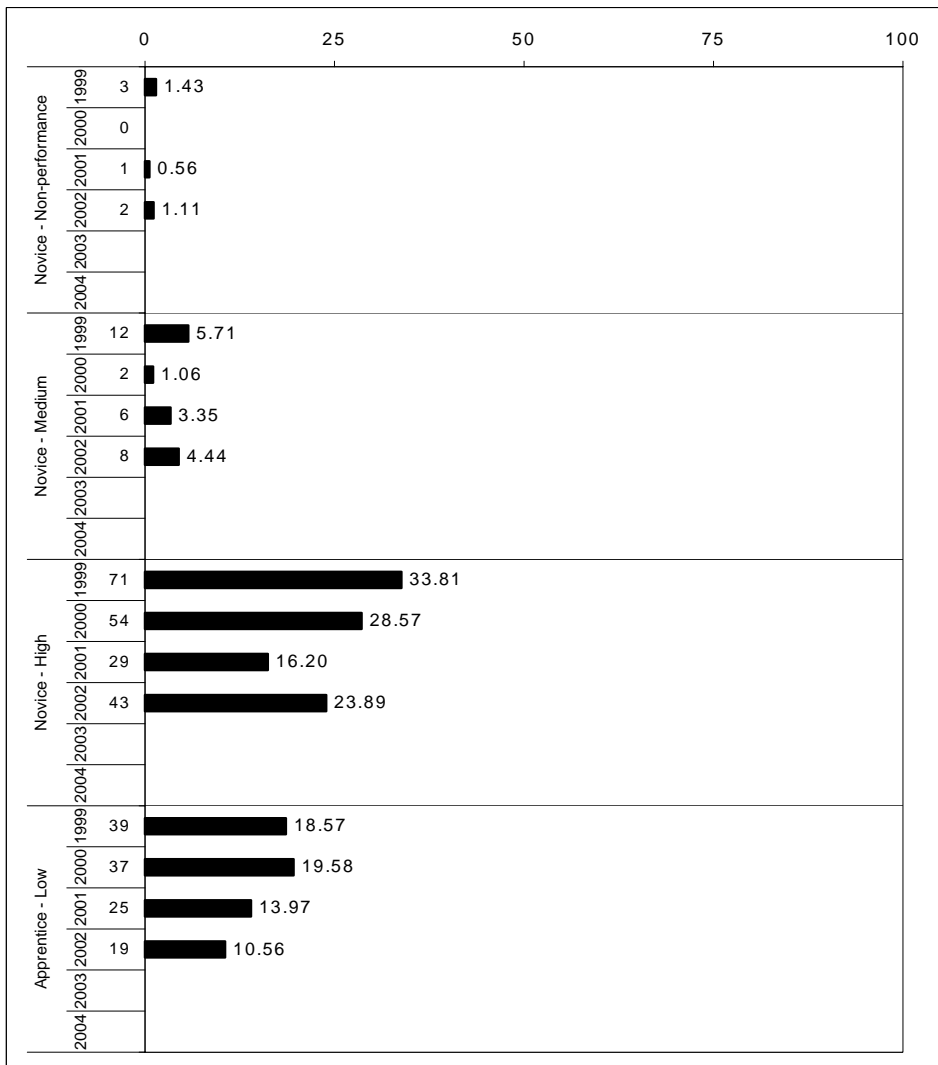
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				34	17%	534 ( 2.9)	1,219	17%	526 ( 0.7)	8,226	17%	530 ( 0.3)
Not Participating				169	83%	496 ( 2.6)	5,853	83%	495 ( 0.4)	40,630	83%	497 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						38*			31*			33*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				126	62%	493 ( 3.2)	4,210	60%	493 ( 0.5)	22,205	45%	491 ( 0.2)
Not Approved (includes not coded)				77	38%	518 ( 2.8)	2,862	40%	511 ( 0.6)	26,651	55%	512 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-25*			-18*			-21*
Disability Status												
Students without Disabilities (includes not coded)				176	87%	510 ( 2.0)	6,194	88%	505 ( 0.4)	43,093	88%	506 ( 0.1)
Students with Disabilities				27	13%	455 ( 8.2)	878	12%	468 ( 1.3)	5,763	12%	472 ( 0.5)
Tested with Accommodations				22	11%	449 ( 8.9)	691	10%	467 ( 1.5)	4,117	8%	471 ( 0.6)
Tested without Accommodations				5	2%		187	3%	470 ( 3.1)	1,646	3%	473 ( 1.1)
<i>Gap With vs Without</i>						-55*			-37*			-34*
Alternate Portfolio				4	2%		68	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			17			146		
LEP							3			206		
Other										13		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 08



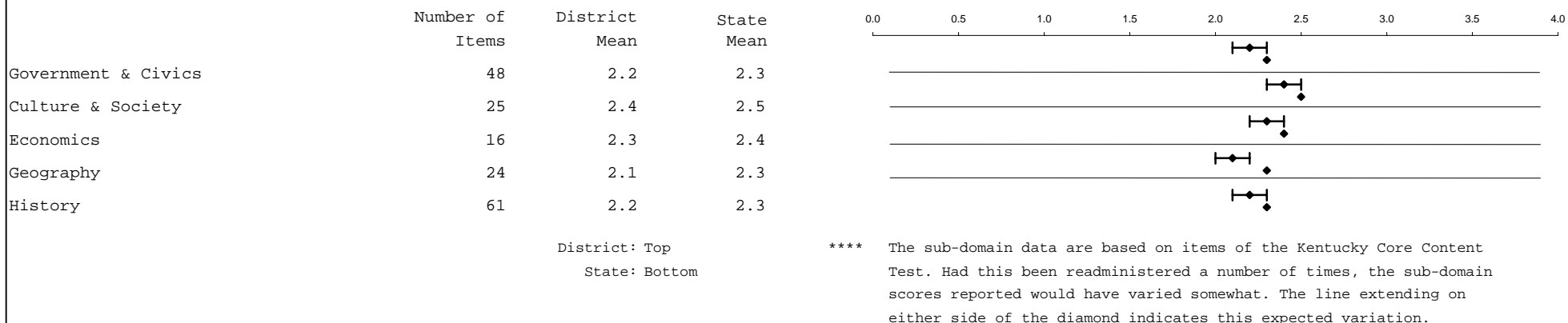
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 08

**SOCIAL STUDIES SUB-DOMAIN MEAN SCORES**



**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 08

OPEN RESPONSE	No. Items	DISTRICT										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Government & Civics	10	295	1	8	21	39	24	6	2.0	0.1	77,741	1	5	17	41	28	8	2.2	-0.2		
1.1.x - People Form Governments	3	87	1	10	21	38	25	5	1.9	0.1	23,418	1	7	19	39	27	7	2.1	-0.2		
1.2.x - Limited and Shared Power	0	0									0										
1.3.x - Citizen:Rights/Responsib.	7	208	1	7	22	40	24	7	2.0	0.1	54,323	1	4	16	42	29	8	2.2	-0.2		
2.x.x - Culture & Society	6	176	1	9	14	38	32	6	2.1	0.1	46,831	1	5	17	41	29	8	2.2	-0.1		
2.1.x - Culture is a System	2	60	0	18	17	42	18	5	1.8	0.1	15,465	1	7	18	40	26	8	2.1	-0.3		
2.2.x - Cultures Address Needs	2	60	2	8	17	33	35	5	2.1	0.1	15,465	1	7	21	37	26	9	2.1	0.0		
2.3.x - Social Institutions	2	56	0	5	14	43	30	7	2.2	0.1	15,890	1	3	16	45	28	6	2.2	0.0		
2.4.x - Social Interactions	2	57	0	2	7	37	42	12	2.6	0.1	15,685	1	1	10	42	37	9	2.4	0.2		
3.x.x - Economics	4	119	2	6	18	38	30	7	2.1	0.1	30,938	1	3	16	41	31	8	2.2	-0.1		
3.1.x - Economic Problem:Scarcity	2	59	2	0	17	44	31	7	2.2	0.1	15,453	0	2	11	42	36	9	2.4	-0.2		
3.2.x - Economic Sys./Institutions	0	0									0										
3.3.x - Market/Goods/Services	1	29	0	10	38	21	28	3	1.8	0.2	7,749	0	4	19	39	31	7	2.2	-0.4		
3.4.x - Produce/Distribute/Consume	1	31	3	13	0	42	32	10	2.2	0.2	7,736	1	3	26	41	23	6	2.0	0.2		
4.x.x - Geography	6	174	1	5	19	48	21	6	2.0	0.1	46,447	1	4	14	44	28	8	2.2	-0.2		
4.1.x - Earth's Surface Patterns	3	87	2	5	22	52	15	5	1.9	0.1	23,218	1	5	16	45	26	7	2.1	-0.2		
4.2.x - Human/Phys. Char./Regions	4	116	2	3	20	49	20	6	2.0	0.1	30,958	1	5	15	44	28	8	2.2	-0.2		
4.3.x - Humans/Move ... Interact	1	29	0	14	21	45	14	7	1.8	0.2	7,749	1	5	16	46	26	6	2.1	-0.3		
4.4.x - Human/Environ. Interaction	1	29	0	0	14	48	34	3	2.3	0.2	7,740	1	2	12	40	33	11	2.4	-0.1		
5.x.x - History	14	413	1	8	18	38	25	9	2.1	0.0	108,726	1	5	16	40	31	8	2.2	-0.1		
5.1.x - History/Interpretive	6	175	1	9	22	34	26	9	2.0	0.1	46,819	1	5	17	40	29	8	2.2	-0.2		
5.2.x - History of United States	8	235	1	8	17	38	26	10	2.1	0.1	62,287	1	5	18	40	28	8	2.1	0.0		
5.3.x - World History	4	118	0	7	23	41	21	8	2.0	0.1	30,963	1	3	12	41	34	9	2.3	-0.3		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 08

DISTRICT	No.	DISTRICT						STATE					School -State
		No.	Percents				Std.	No.	Percents				
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult		
MULTIPLE CHOICE													
1.x.x - Government & Civics	38	1,261	66	35	0	0.66	0.01	334,329	66	34	0	0.66	0.00
1.1.x - People Form Governments	18	617	67	33	0	0.67	0.02	163,302	67	33	0	0.67	0.00
1.2.x - Limited and Shared Power	10	323	61	39	0	0.61	0.03	85,326	63	37	0	0.63	-0.02
1.3.x - Citizen:Rights/Responsib.	17	583	70	31	0	0.69	0.02	155,749	69	31	0	0.69	0.00
2.x.x - Culture & Society	19	673	69	31	0	0.69	0.02	178,765	74	26	0	0.74	-0.05
2.1.x - Culture is a System	3	114	80	20	0	0.80	0.04	31,379	81	19	0	0.81	-0.01
2.2.x - Cultures Address Needs	6	236	76	24	0	0.76	0.03	62,088	80	20	0	0.80	-0.04
2.3.x - Social Institutions	3	89	48	52	0	0.48	0.05	23,177	57	43	0	0.57	-0.09
2.4.x - Social Interactions	7	234	65	35	0	0.65	0.03	62,121	69	31	0	0.69	-0.04
3.x.x - Economics	12	410	71	29	0	0.71	0.02	108,715	69	31	0	0.69	0.02
3.1.x - Economic Problem:Scarcity	2	58	66	35	0	0.66	0.06	15,478	66	34	0	0.66	0.00
3.2.x - Economic Sys./Institutions	3	89	64	36	0	0.64	0.05	23,214	67	33	0	0.67	-0.03
3.3.x - Market/Goods/Services	4	174	81	20	0	0.80	0.03	46,807	76	24	0	0.76	0.04
3.4.x - Produce/Distribute/Consume	3	89	62	38	0	0.62	0.05	23,216	61	39	0	0.61	0.01
4.x.x - Geography	18	676	68	32	0	0.68	0.02	178,747	69	31	0	0.69	-0.01
4.1.x - Earth's Surface Patterns	3	88	63	38	0	0.63	0.05	23,213	65	35	0	0.65	-0.02
4.2.x - Human/Phys. Char./Regions	6	205	62	38	0	0.62	0.03	54,552	60	40	0	0.60	0.02
4.3.x - Humans/Move ... Interact	8	264	68	32	0	0.68	0.03	69,873	69	31	0	0.69	-0.01
4.4.x - Human/Environ. Interaction	10	412	71	29	0	0.71	0.02	109,091	69	31	0	0.69	0.02
5.x.x - History	47	1,641	63	36	0	0.63	0.01	435,483	65	35	0	0.65	-0.02
5.1.x - History/Interpretive	13	472	58	41	1	0.58	0.02	124,233	59	41	0	0.59	-0.01
5.2.x - History of United States	27	939	65	35	0	0.65	0.02	248,748	67	33	0	0.67	-0.02
5.3.x - World History	18	585	60	40	1	0.60	0.02	155,565	62	38	0	0.62	-0.02





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	2	<b>1%</b>	(1%)	37	<b>21%</b>	(23%)	114	<b>65%</b>	(57%)	23	<b>13%</b>	(18%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	4	<b>2%</b>	(1%)	16	<b>9%</b>	(8%)	127	<b>72%</b>	(69%)	29	<b>16%</b>	(20%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1	<b>1%</b>	(2%)	1	<b>1%</b>	(4%)	41	<b>23%</b>	(21%)	133	<b>76%</b>	(71%)	0	<b>0%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
39 do you read from a textbook	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
	0	<b>0%</b>	(2%)	7	<b>4%</b>	(13%)	6	<b>3%</b>	(8%)	48	<b>27%</b>	(27%)	115	<b>65%</b>	(49%)
40 do you work on worksheets	1	<b>1%</b>	(2%)	10	<b>6%</b>	(16%)	19	<b>11%</b>	(15%)	91	<b>52%</b>	(37%)	55	<b>31%</b>	(29%)
41 do you use materials other than a textbook or worksheets	12	<b>7%</b>	(10%)	91	<b>52%</b>	(36%)	38	<b>22%</b>	(22%)	25	<b>14%</b>	(20%)	10	<b>6%</b>	(10%)
42 do you work with other students in pairs, small groups or teams	2	<b>1%</b>	(8%)	101	<b>57%</b>	(43%)	43	<b>24%</b>	(21%)	25	<b>14%</b>	(19%)	5	<b>3%</b>	(8%)
43 do you discuss current issues or topics	4	<b>2%</b>	(4%)	32	<b>18%</b>	(17%)	35	<b>20%</b>	(18%)	53	<b>30%</b>	(28%)	52	<b>30%</b>	(32%)
44 is instruction organized around essential questions	10	<b>6%</b>	(5%)	36	<b>20%</b>	(17%)	29	<b>16%</b>	(19%)	49	<b>28%</b>	(30%)	49	<b>28%</b>	(26%)
45 does your teacher give you a scoring guide for your work before you begin the assignment	75	<b>43%</b>	(25%)	63	<b>36%</b>	(33%)	17	<b>10%</b>	(14%)	9	<b>5%</b>	(14%)	7	<b>4%</b>	(12%)
46 do you answer open-response items	13	<b>7%</b>	(6%)	100	<b>57%</b>	(46%)	37	<b>21%</b>	(21%)	15	<b>9%</b>	(16%)	9	<b>5%</b>	(9%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

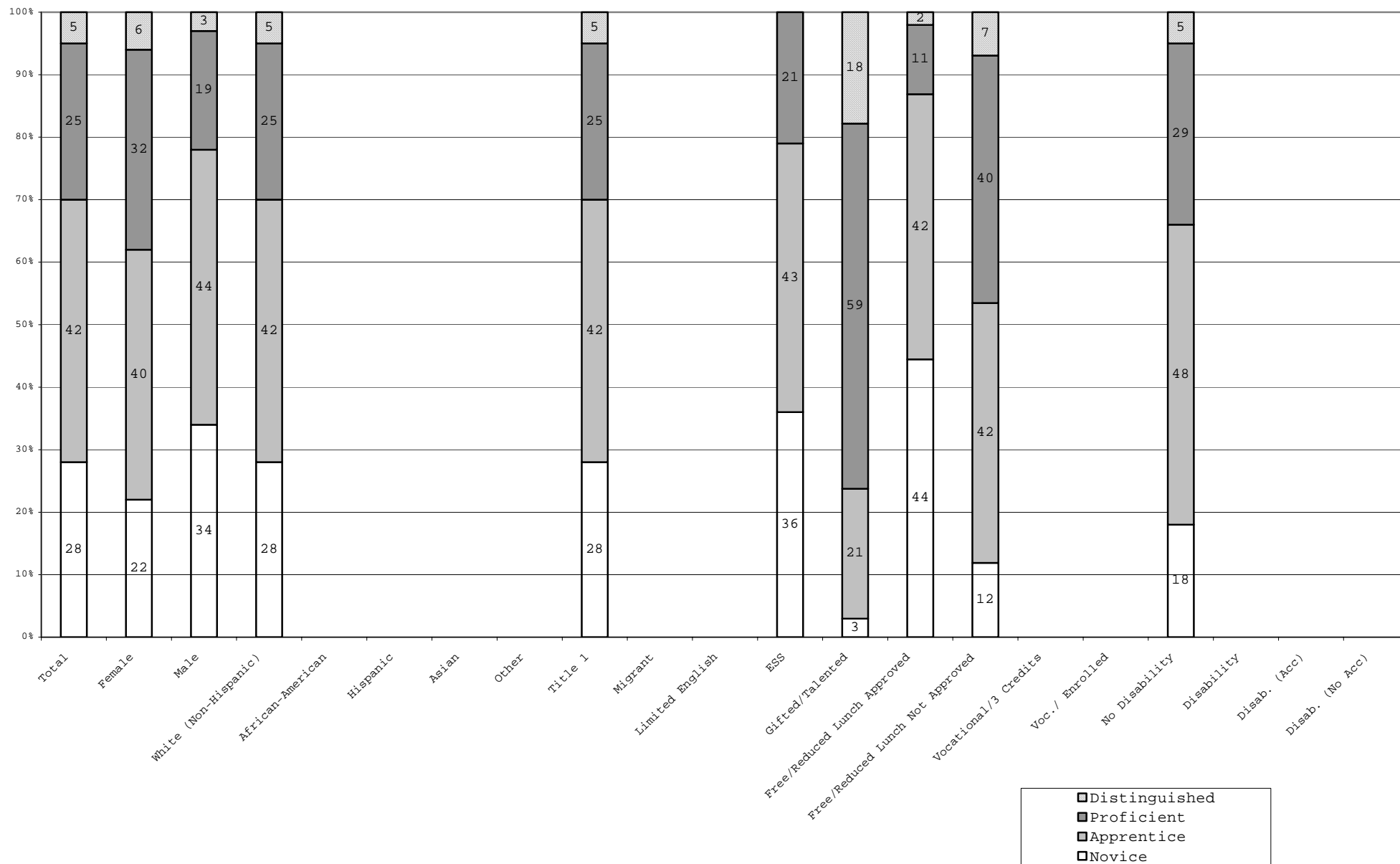
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 105

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SOCIAL STUDIES DISAGGREGATION  
Performance Level Percents

District: ADAIR CO  
Code: 001  
Grade: 08

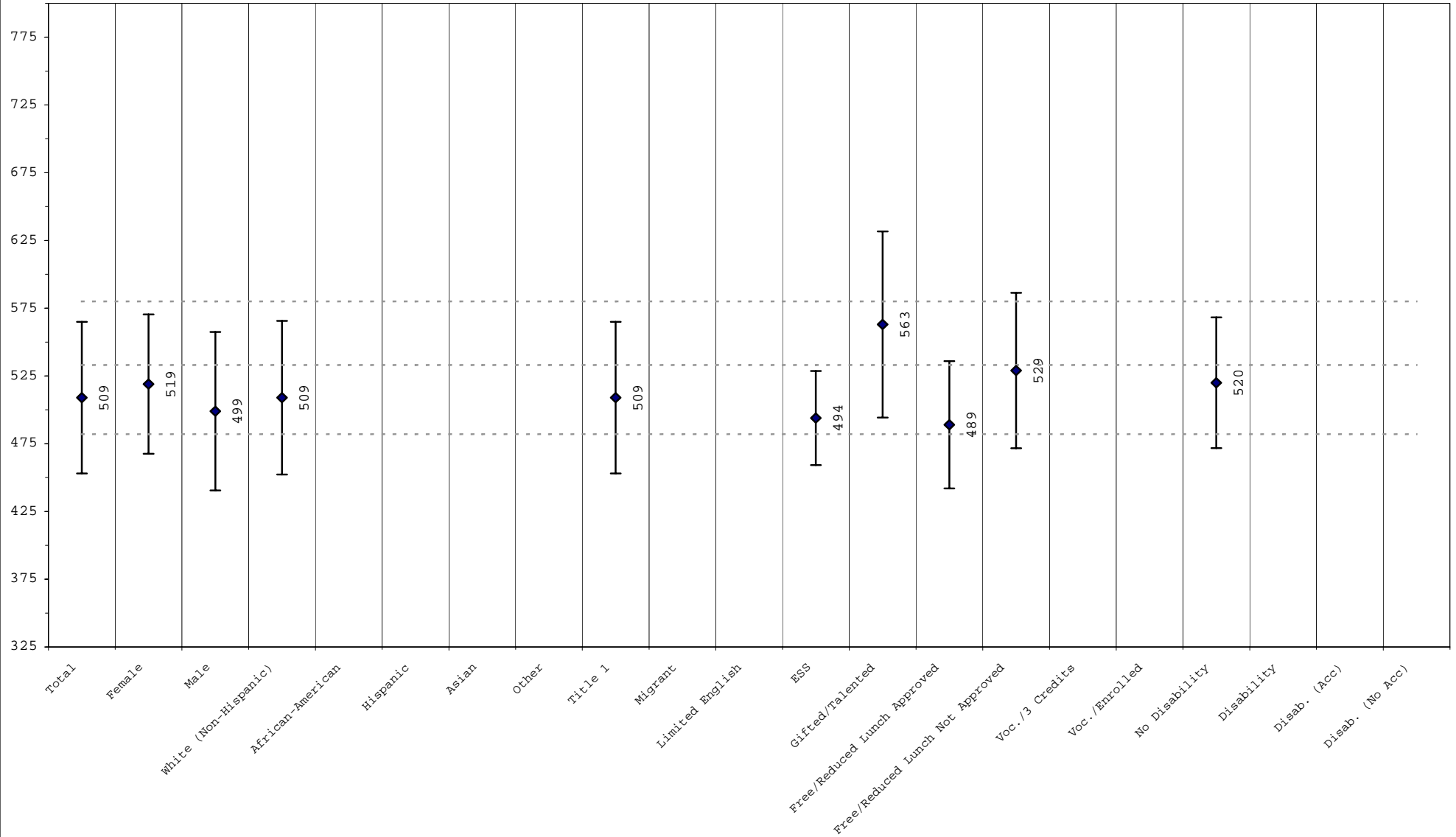


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				176		509 ( 4.2)	7,020		509 ( 0.5)	46,957		513 ( 0.2)
Gender:												
Female				85	48%	519 ( 5.6)	3,433	49%	518 ( 0.8)	22,893	49%	520 ( 0.3)
Male				91	52%	499 ( 6.1)	3,583	51%	500 ( 0.7)	24,042	51%	506 ( 0.3)
Gap Female vs Male						20*			18*			14*
Ethnicity												
White (Non-Hispanic)				170	97%	509 ( 4.3)	6,730	96%	509 ( 0.6)	40,780	87%	516 ( 0.2)
African-American				4	2%		143	2%	494 ( 3.5)	4,723	10%	490 ( 0.7)
Hispanic							40	1%	509 ( 5.5)	453	1%	504 ( 2.2)
Asian							19		504 (17.6)	311	1%	542 ( 3.5)
Other				1	1%		59	1%	506 ( 5.8)	547	1%	509 ( 2.0)
Gap White vs African American									15*			26*
Gap White vs Hispanic												12*
Gap White vs Asian									5			-26*
Gap White vs Other									3			7*
Title I												
Participating Students				176	100%	509 ( 4.2)	4,904	70%	510 ( 0.7)	21,583	46%	506 ( 0.3)
Not Participating							2,116	30%	507 ( 0.9)	25,374	54%	519 ( 0.3)
Gap Participating vs Non-Participating									3*			-13*
Migrant Program												
Participating Students				9	5%		96	1%	484 ( 4.9)	449	1%	492 ( 2.0)
Not Participating				167	95%	513 ( 4.1)	6,924	99%	509 ( 0.5)	46,508	99%	513 ( 0.2)
Gap Participating vs Non-Participating									-25*			-21*
Limited English Proficiency												
Participating Students							5			118		477 ( 4.5)
Not Participating				176	100%	509 ( 4.2)	7,015	100%	509 ( 0.5)	46,839	100%	513 ( 0.2)
Gap Participating vs Non-Participating												-36*
Extended School Services												
Participating Students				14	8%	494 ( 9.3)	1,129	16%	503 ( 1.2)	7,703	16%	504 ( 0.5)
Not Participating				162	92%	510 ( 4.5)	5,891	84%	510 ( 0.6)	39,254	84%	515 ( 0.2)
Gap Participating vs Non-Participating						-16			-7*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 08

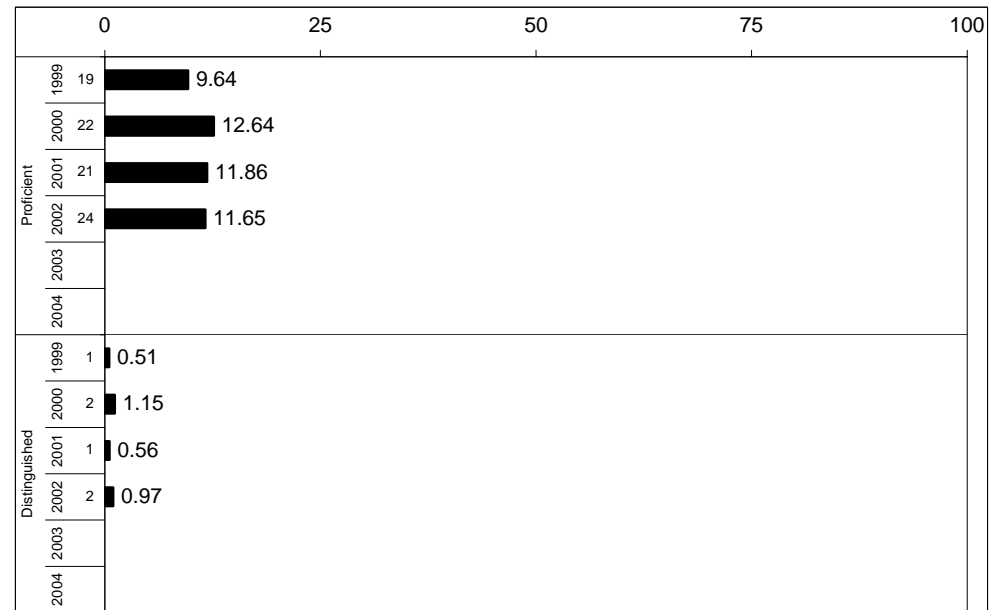
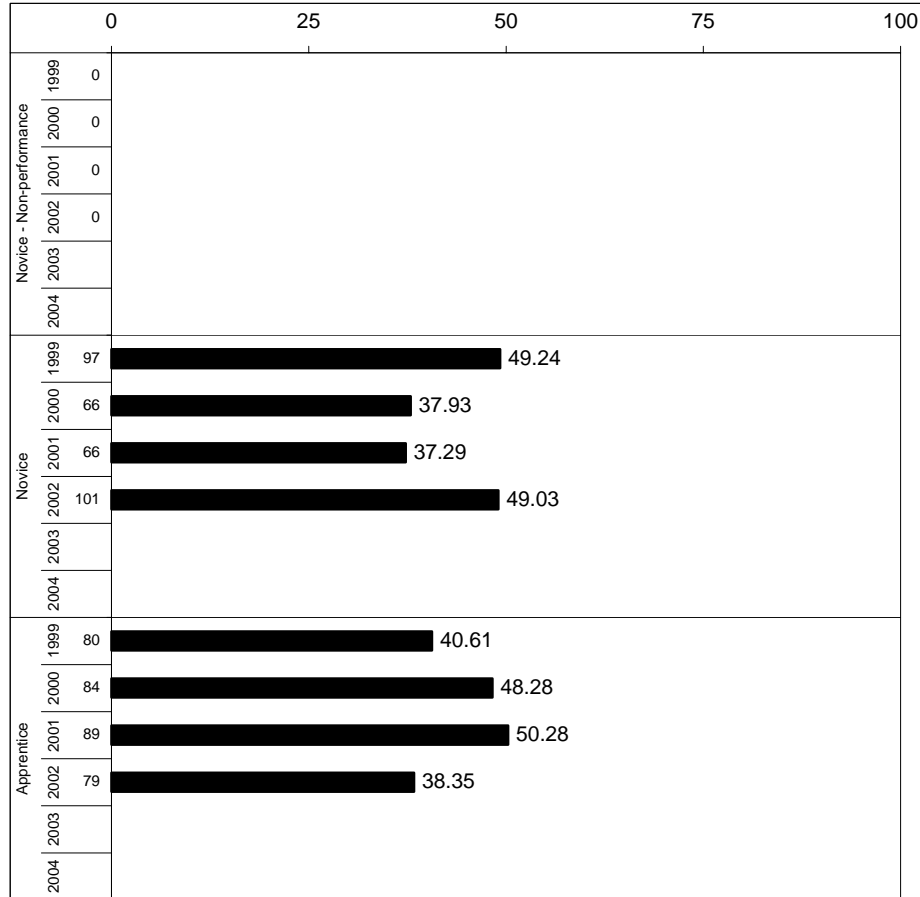
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				34	19%	563 (11.8)	1,149	16%	550 ( 1.2)	8,093	17%	556 ( 0.5)
Not Participating				142	81%	496 ( 3.7)	5,871	84%	501 ( 0.5)	38,864	83%	504 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						67*			49*			52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				90	51%	489 ( 5.0)	3,970	57%	497 ( 0.7)	20,016	43%	495 ( 0.3)
Not Approved (includes not coded)				86	49%	529 ( 6.2)	3,050	43%	524 ( 0.8)	26,941	57%	526 ( 0.3)
<i>Gap Approved vs Not Approved</i>						-40*			-27*			-31*
Disability Status												
Students without Disabilities (includes not coded)				153	87%	520 ( 3.9)	6,125	87%	516 ( 0.5)	41,500	88%	519 ( 0.2)
Students with Disabilities				23	13%		895	13%	459 ( 1.3)	5,457	12%	464 ( 0.6)
Tested with Accommodations				18	10%		656	9%	455 ( 1.4)	3,701	8%	461 ( 0.6)
Tested without Accommodations				5	3%		239	3%	468 ( 2.7)	1,756	4%	472 ( 1.1)
<i>Gap With vs Without</i>						-			-57*			-55*
Alternate Portfolio				4	2%		68	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			27			139		
LEP							8			186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO TREND DATA**  
**Number and Percent**

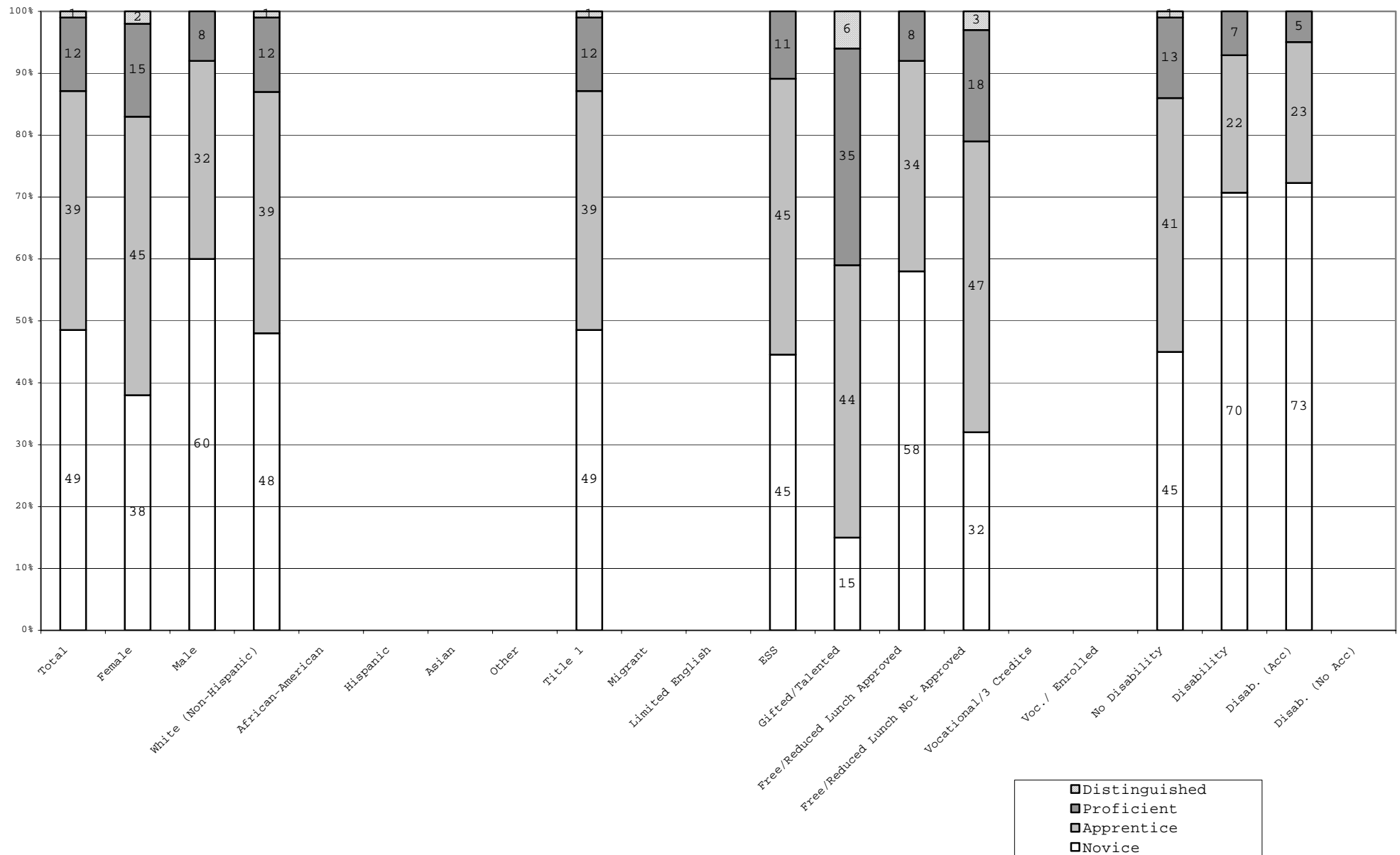
District: ADAIR CO  
 Code: 001  
 Grade: 07



Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
WRITING PORTFOLIO DISAGGREGATION  
Performance Level Percents

District: ADAIR CO  
Code: 001  
Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**WRITING PORTFOLIO**

District: ADAIR CO  
 Code: 001  
 Grade: 07

	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total			202		7,008		48,361	
Gender:								
Female			105	52	3,410	49	23,415	48
Male			97	48	3,590	51	24,917	52
Ethnicity								
White (Non-Hispanic)			195	97	6,738	96	41,712	86
African-American			6	3	135	2	5,061	10
Hispanic					23		439	1
Asian					19		317	1
Other			1		42	1	596	1
Title I			202	100	4,896	70	22,622	47
Migrant Program			9	4	100	1	541	1
Limited English Proficiency					6		118	
Extended School Services			38	19	1,154	16	9,942	21
Gifted and Talented Program			34	17	1,218	17	8,218	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals			125	62	4,169	59	21,952	45
Not Approved (includes not coded)			77	38	2,839	41	26,409	55
Disability Status								
Students without Disabilities (includes not coded)			175	87	6,140	88	42,667	88
Students with Disabilities			27	13	868	12	5,694	12
Tested with Accommodations			22	11	682	10	4,069	8
Tested without Accommodations			5	2	186	3	1,625	3
Alternate Portfolio			4	2%	68	1%	410	1%
Exemptions (Portfolio)								
Medical			1		8		53	
LEP					3		207	
Other			1		65		574	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



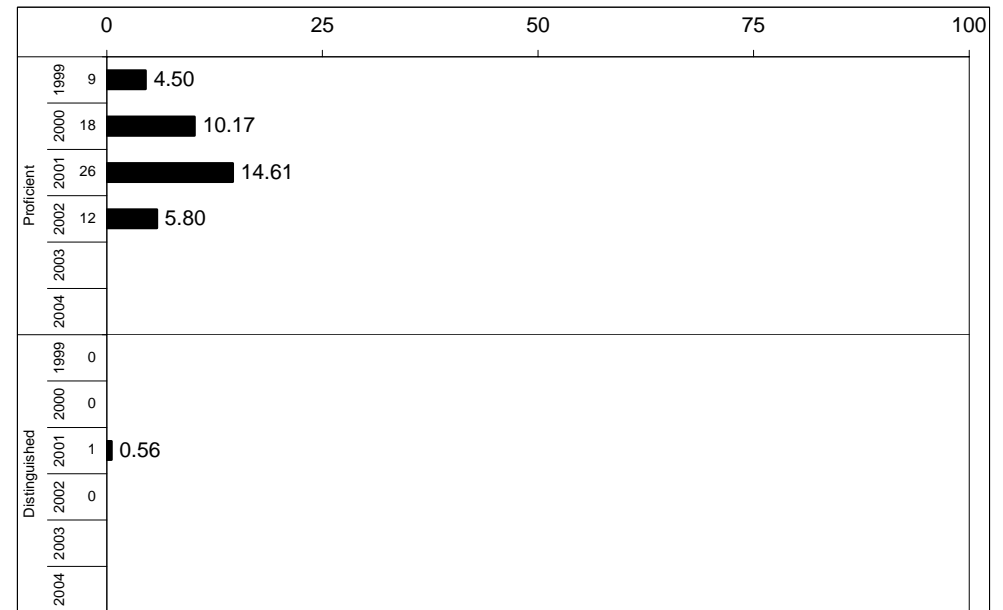
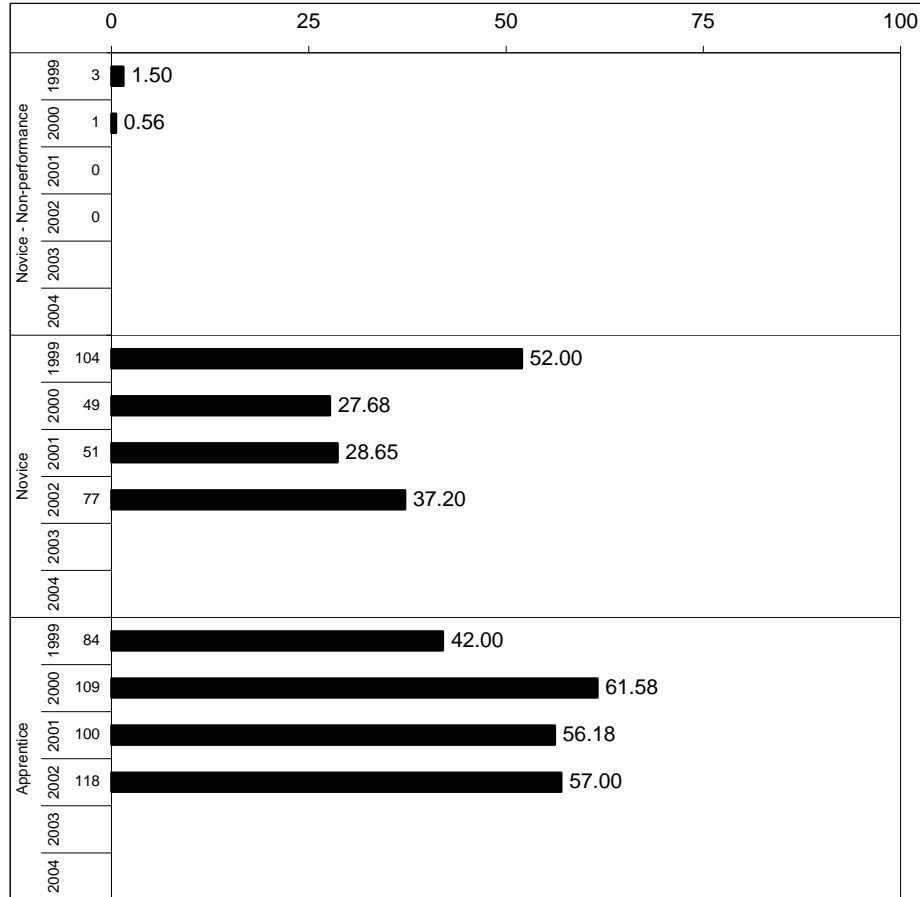


**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING TREND DATA**  
**Number and Percent**

District: ADAIR CO

Code: 001

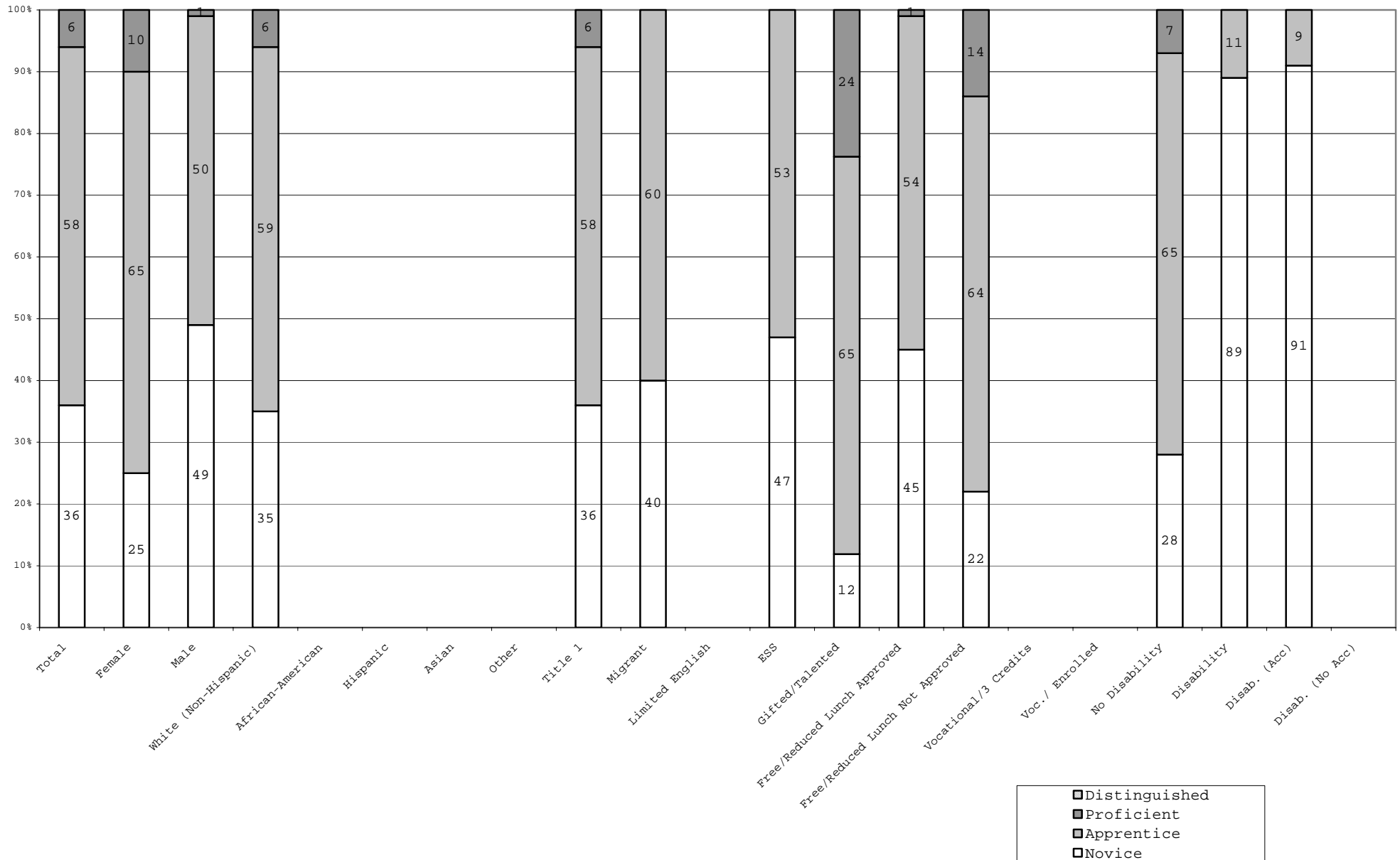
Grade: 07





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**ON-DEMAND WRITING**

District: ADAIR CO  
 Code: 001  
 Grade: 07

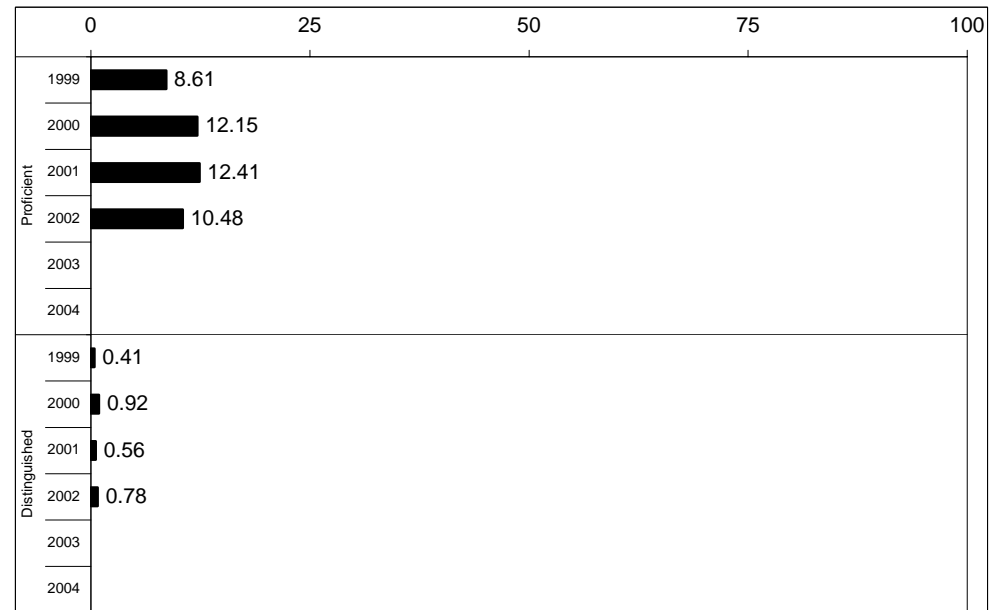
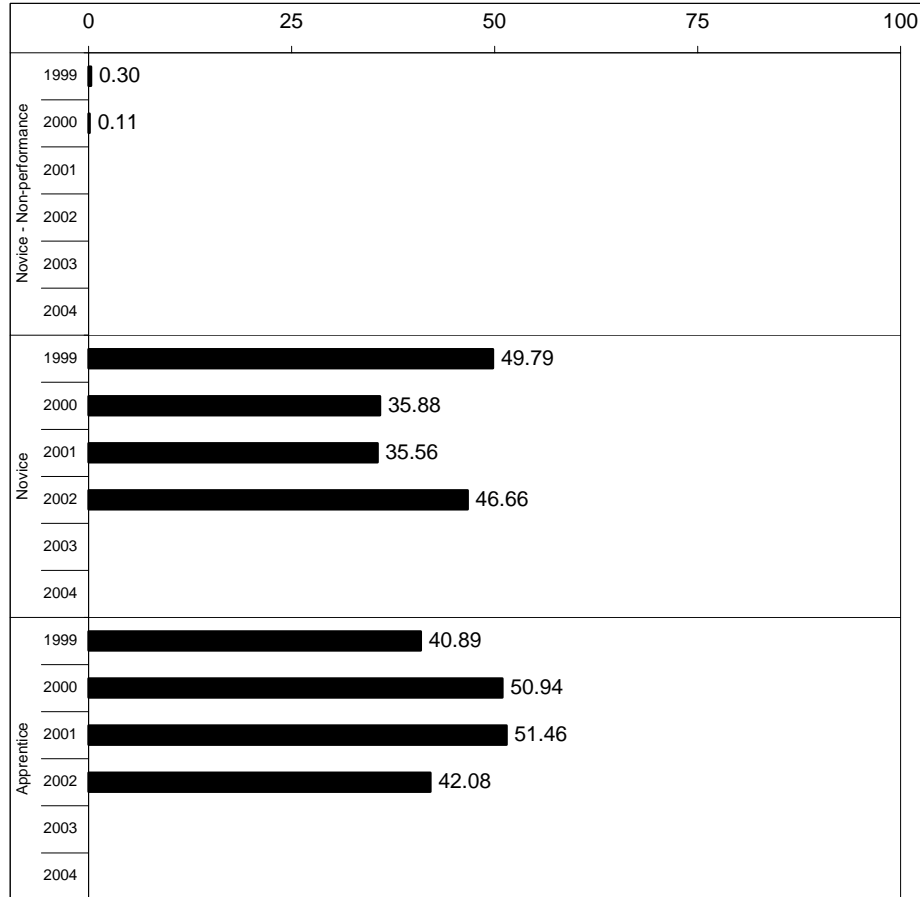
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total			203		7,072		48,856	
Gender:								
Female			105	52%	3,436	49%	23,609	48%
Male			98	48%	3,627	51%	25,213	52%
Ethnicity								
White (Non-Hispanic)			196	97%	6,800	96%	42,088	86%
African-American			6	3%	136	2%	5,129	10%
Hispanic					24		449	1%
Asian					19		327	1%
Other			1		42	1%	615	1%
Title I			203	100%	4,940	70%	22,844	47%
Migrant Program			10	5%	102	1%	554	1%
Limited English Proficiency					6		119	
Extended School Services			38	19%	1,156	16%	9,973	20%
Gifted and Talented Program			34	17%	1,219	17%	8,226	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals			126	62%	4,210	60%	22,205	45%
Not Approved (includes not coded)			77	38%	2,862	40%	26,651	55%
Disability Status								
Students without Disabilities (includes not coded)			176	87%	6,194	88%	43,093	88%
Students with Disabilities			27	13%	878	12%	5,763	12%
Tested with Accommodations			22	11%	691	10%	4,117	8%
Tested without Accommodations			5	2%	187	3%	1,646	3%
Alternate Portfolio			4	2%	68	1%	410	1%
Exemptions (On-Demand)								
Medical			1		17		146	
LEP					3		206	
Other							13	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**TOTAL WRITING TREND DATA**  
**Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 07





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 07

01 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>					
	2	1%	(1%)	5	2%	(2%)	141	69%	(58%)	44	22%	(30%)	11	5%	(8%)			
02 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>					
	3	1%	(1%)	2	1%	(2%)	41	20%	(15%)	146	72%	(74%)	11	5%	(8%)			
03 How often have you written in the forms (for example, letter, article, editorial) asked for on the On-Demand section of this test	<u>Never</u>			<u>Sometimes but Not Every Week</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
	7	3%	(3%)	93	46%	(47%)	37	18%	(16%)	37	18%	(17%)	17	8%	(8%)	12	6%	(9%)
04 Did you keep a working writing folder before this school year	<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>											
	166	82%	(79%)	26	13%	(12%)	11	5%	(9%)									

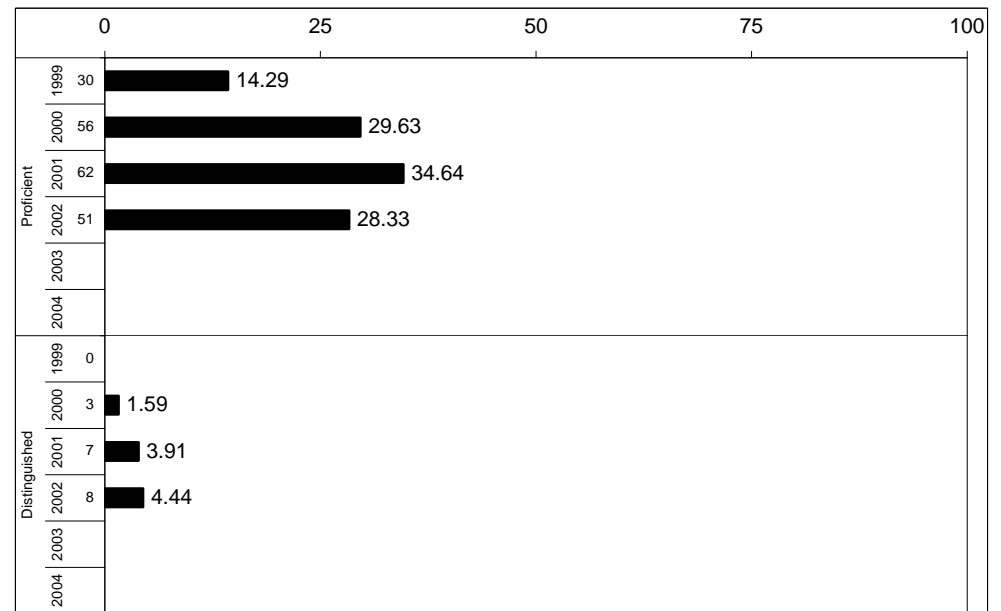
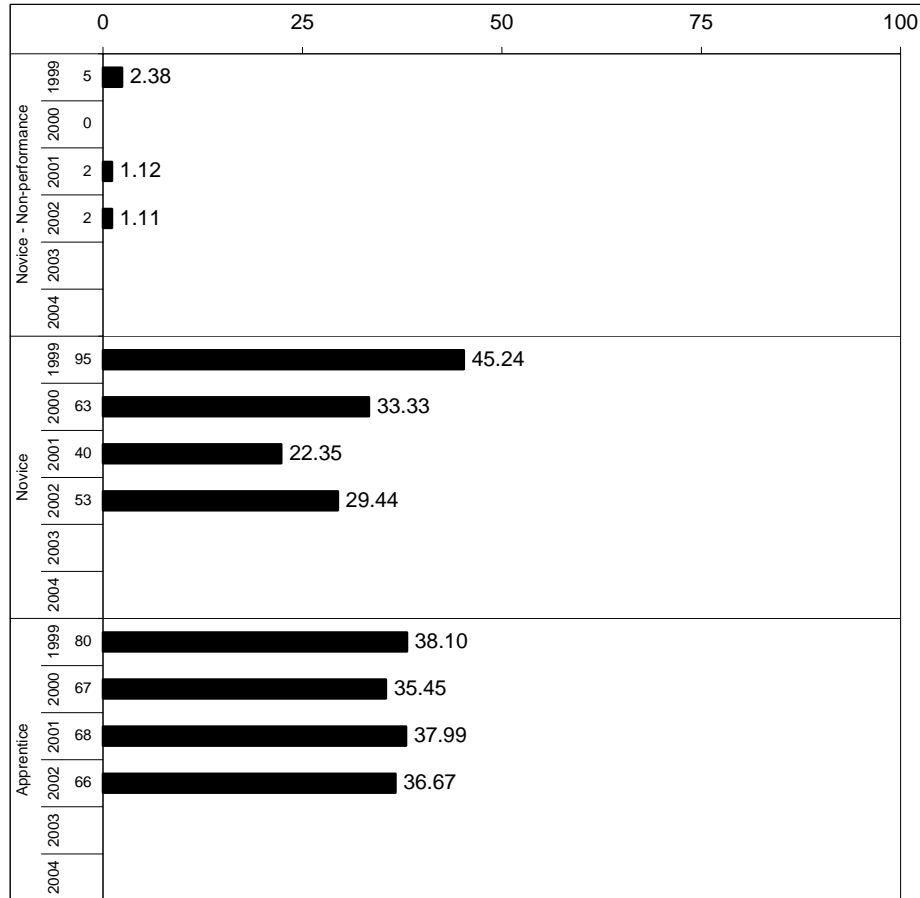
Legend:    Number of students is listed first.    Bold = School/District Percentage    ( ) = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 08

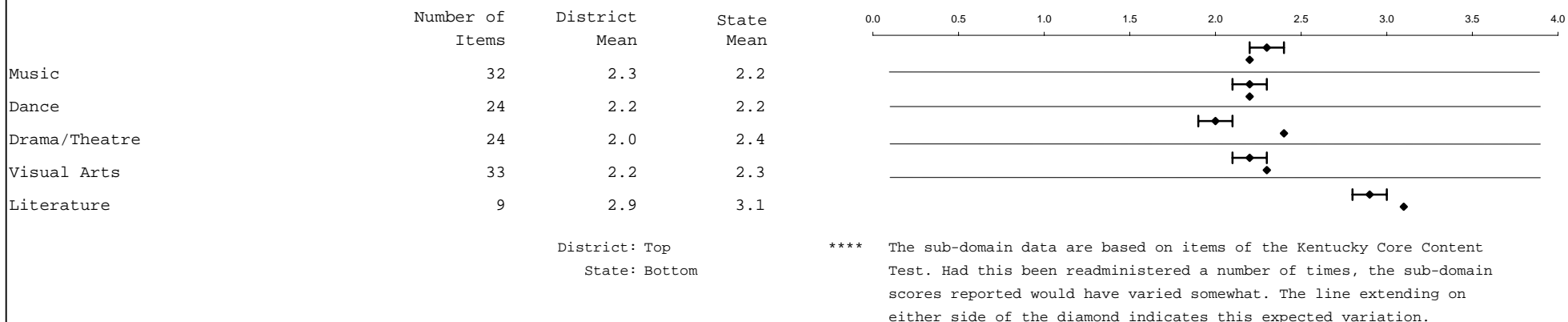




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 08

**ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES**



**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 08

OPEN RESPONSE	No.	DISTRICT										STATE									School
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.x.x - Music	7	103	0	5	19	40	29	7	2.1	0.1	27,245	1	4	18	41	28	8	2.2	-0.1		
2.x.x - Dance	5	73	3	4	22	44	19	8	2.0	0.1	19,562	1	8	20	40	25	6	2.0	0.0		
3.x.x - Drama/Theatre	5	76	3	4	21	57	13	3	1.8	0.1	19,332	1	4	17	43	27	8	2.2	-0.4		
4.x.x - Visual Arts	8	116	2	6	28	40	18	7	1.9	0.1	30,940	1	5	22	43	24	6	2.0	-0.1		
5.x.x - Literature	0	0									0										
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Music	25	367	64	36	0	0.64	0.03				97,091	57	43	0	0.57	0.07					
2.x.x - Dance	19	279	65	35	0	0.65	0.03				73,915	65	36	0	0.64	0.01					
3.x.x - Drama/Theatre	19	276	61	40	0	0.61	0.03				73,919	70	30	0	0.70	-0.09					
4.x.x - Visual Arts	25	366	72	28	0	0.72	0.02				97,125	68	32	0	0.68	0.04					
5.x.x - Literature	9	134	73	27	0	0.73	0.04				34,818	77	23	0	0.77	-0.04					





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	<u>None of the Questions</u>		<u>Some of the Questions</u>		<u>Most of the Questions</u>		<u>All of the Questions</u>		<u>Invalid Response</u>
16 How many of the arts and humanities questions tested things you learned in school	12	<b>7%</b> (7%)	77	<b>44%</b> (44%)	68	<b>39%</b> (38%)	19	<b>11%</b> (10%)	0 <b>0%</b> (1%)
	<u>I Did Very Poorly</u>		<u>I Did Poorly</u>		<u>I Did Well</u>		<u>I Did Very Well</u>		<u>Invalid Response</u>
17 How well do you think you did on this test	7	<b>4%</b> (3%)	30	<b>17%</b> (16%)	114	<b>65%</b> (64%)	23	<b>13%</b> (16%)	2 <b>1%</b> (2%)
	<u>I Did Not Try</u>		<u>I Tried a Little</u>		<u>I Tried a Lot</u>		<u>I Tried Very Hard</u>		<u>Invalid Response</u>
18 How hard did you try on this test	1	<b>1%</b> (2%)	4	<b>2%</b> (5%)	37	<b>21%</b> (20%)	133	<b>76%</b> (72%)	1 <b>1%</b> (1%)
	<u>No Time</u>	<u>Less Than 1 Hour</u>	<u>1-2 Hours</u>	<u>3-4 Hours</u>	<u>More Than 4 Hours</u>	<u>Invalid Response</u>			
19 During a typical school week, how much class time do you spend on arts and humanities	9 <b>5%</b> (12%)	55 <b>31%</b> (33%)	45 <b>26%</b> (27%)	40 <b>23%</b> (13%)	27 <b>15%</b> (14%)	0	<b>0%</b> (1%)		
	<u>Never</u>	<u>Sometimes but not every Week</u>	<u>Once a Week</u>	<u>Two or Three times a Week</u>	<u>Four or Five times a Week</u>	<u>Invalid Response</u>			
20 How often do you complete written assignments about arts and humanities	20 <b>11%</b> (19%)	85 <b>48%</b> (42%)	28 <b>16%</b> (16%)	33 <b>19%</b> (15%)	10 <b>6%</b> (7%)	0	<b>0%</b> (1%)		
	<u>YES</u>		<u>NO</u>		<u>Invalid Response</u>				
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	124	<b>70%</b> (67%)	48	<b>27%</b> (30%)	4	<b>2%</b> (3%)			

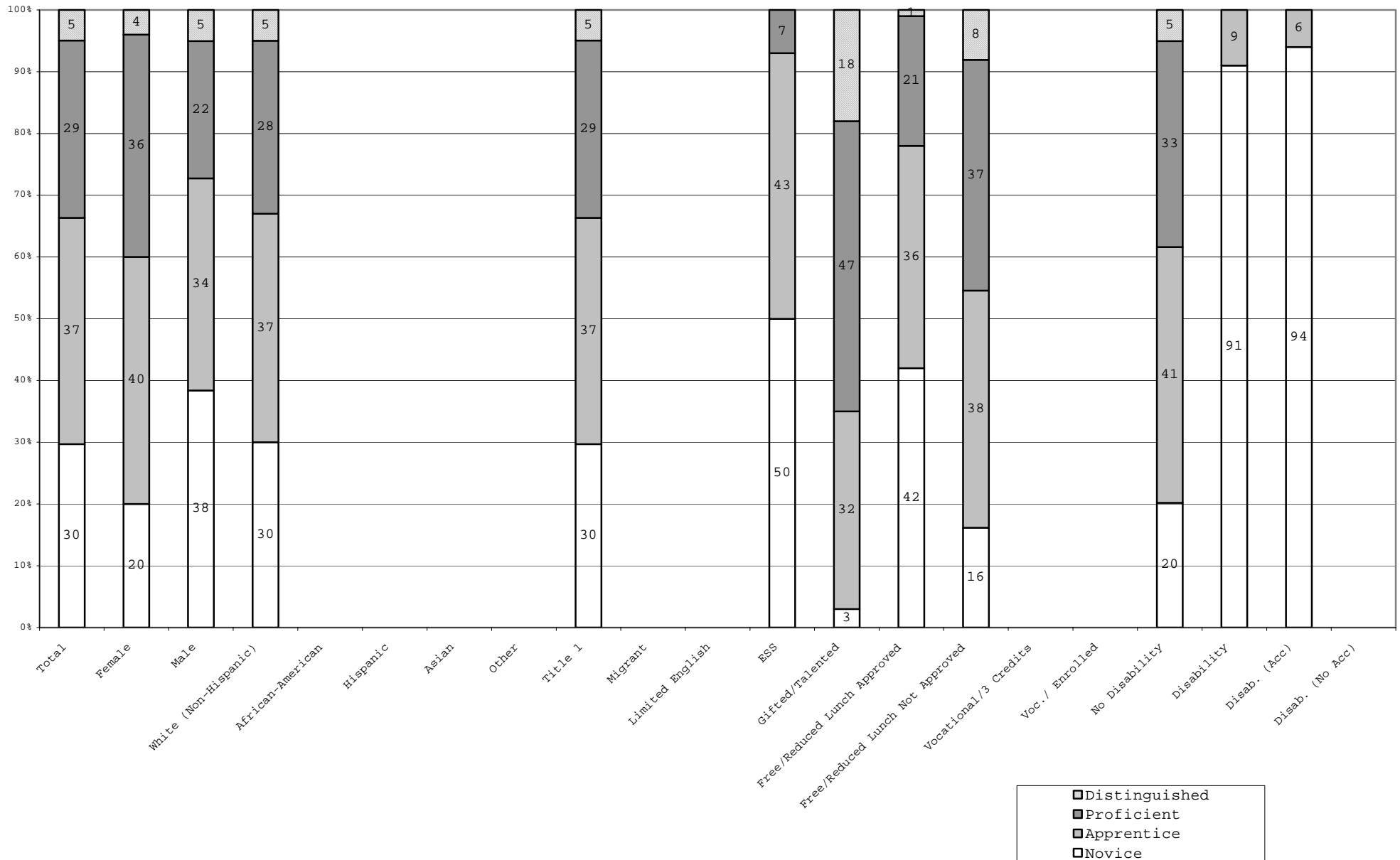
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 08

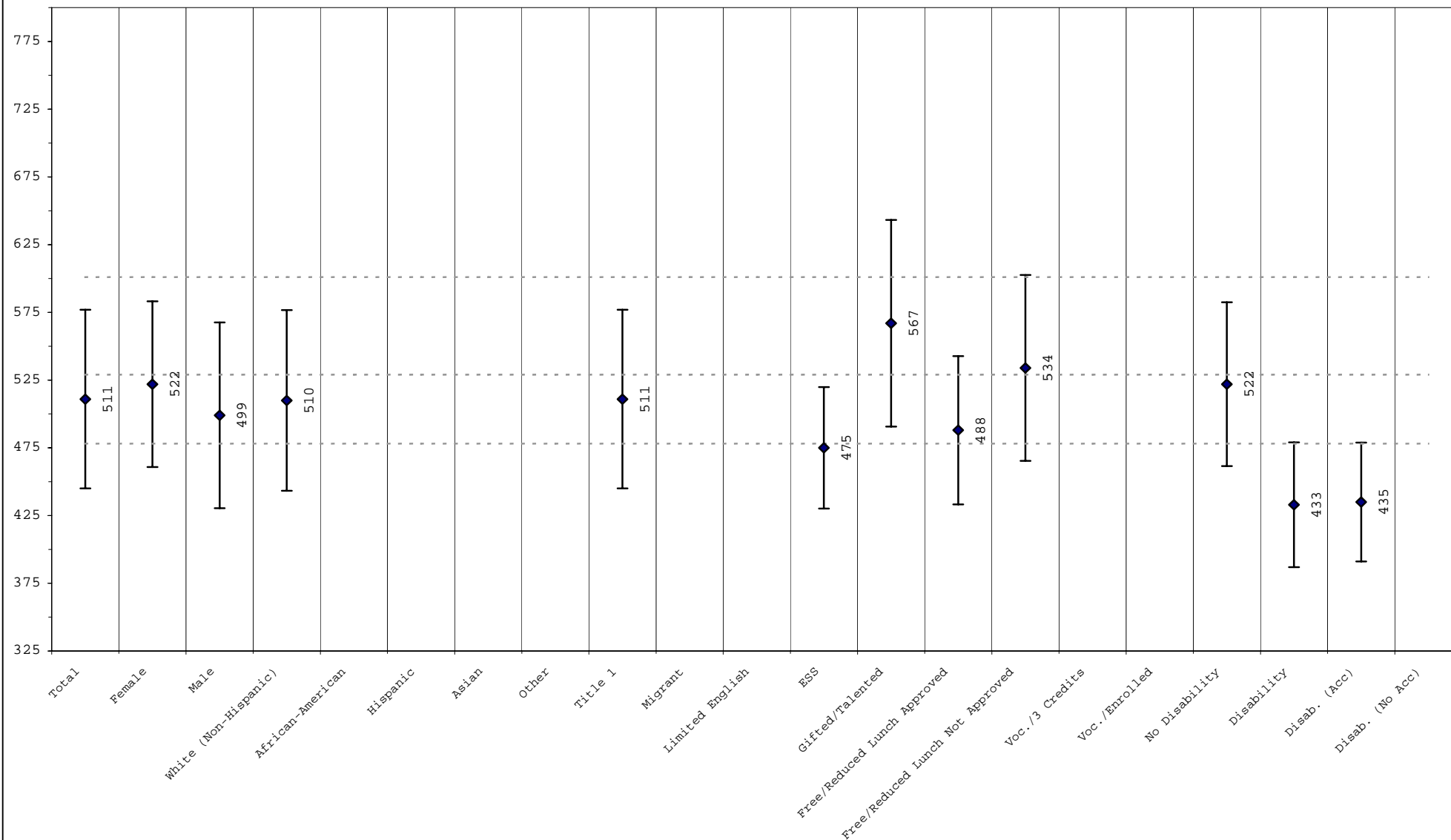


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				176		511 ( 5.0)	7,020		507 ( 0.8)	46,957		513 ( 0.3)
Gender:												
Female				85	48%	522 ( 6.6)	3,433	49%	523 ( 1.1)	22,893	49%	527 ( 0.4)
Male				91	52%	499 ( 7.2)	3,583	51%	492 ( 1.0)	24,042	51%	499 ( 0.4)
Gap Female vs Male						23*			31*			28*
Ethnicity												
White (Non-Hispanic)				170	97%	510 ( 5.1)	6,730	96%	508 ( 0.8)	40,780	87%	516 ( 0.3)
African-American				4	2%		143	2%	489 ( 5.1)	4,723	10%	487 ( 0.9)
Hispanic							40	1%	513 (11.7)	453	1%	503 ( 3.2)
Asian							19		510 (24.3)	311	1%	550 ( 4.8)
Other				1	1%		59	1%	505 (10.7)	547	1%	506 ( 2.9)
Gap White vs African American									19*			29*
Gap White vs Hispanic									-5			13*
Gap White vs Asian									-2			-34*
Gap White vs Other									3			10*
Title I												
Participating Students				176	100%	511 ( 5.0)	4,904	70%	507 ( 0.9)	21,583	46%	503 ( 0.4)
Not Participating							2,116	30%	507 ( 1.3)	25,374	54%	521 ( 0.4)
Gap Participating vs Non-Participating												-18*
Migrant Program												
Participating Students				9	5%		96	1%	475 ( 6.0)	449	1%	483 ( 2.7)
Not Participating				167	95%	515 ( 4.9)	6,924	99%	508 ( 0.8)	46,508	99%	513 ( 0.3)
Gap Participating vs Non-Participating									-33*			-30*
Limited English Proficiency												
Participating Students							5			118		467 ( 5.4)
Not Participating				176	100%	511 ( 5.0)	7,015	100%	507 ( 0.8)	46,839	100%	513 ( 0.3)
Gap Participating vs Non-Participating												-46*
Extended School Services												
Participating Students				14	8%	475 (12.0)	1,129	16%	499 ( 1.6)	7,703	16%	501 ( 0.6)
Not Participating				162	92%	514 ( 5.2)	5,891	84%	509 ( 0.8)	39,254	84%	515 ( 0.3)
Gap Participating vs Non-Participating						-39*			-10*			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 08

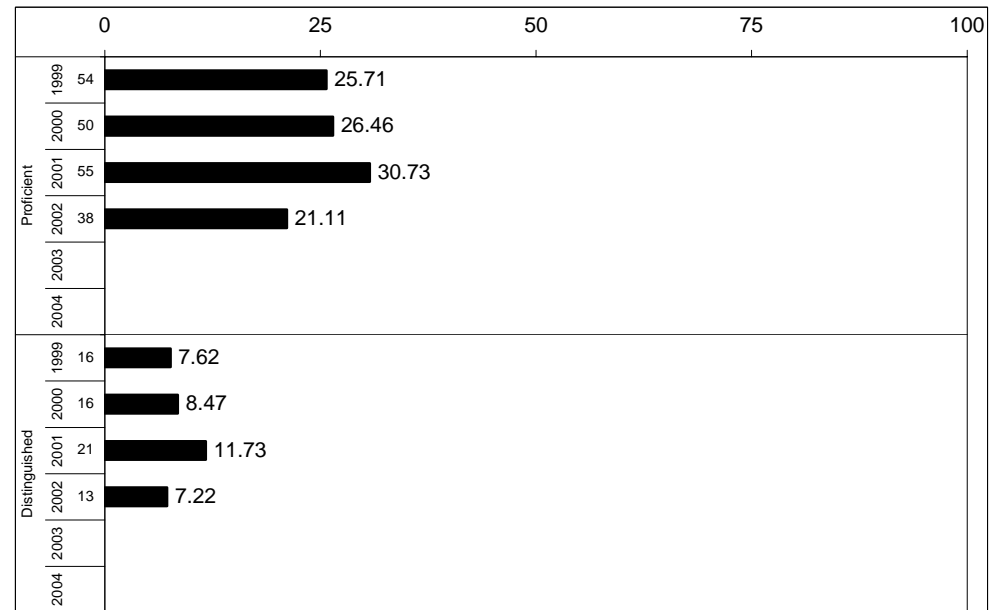
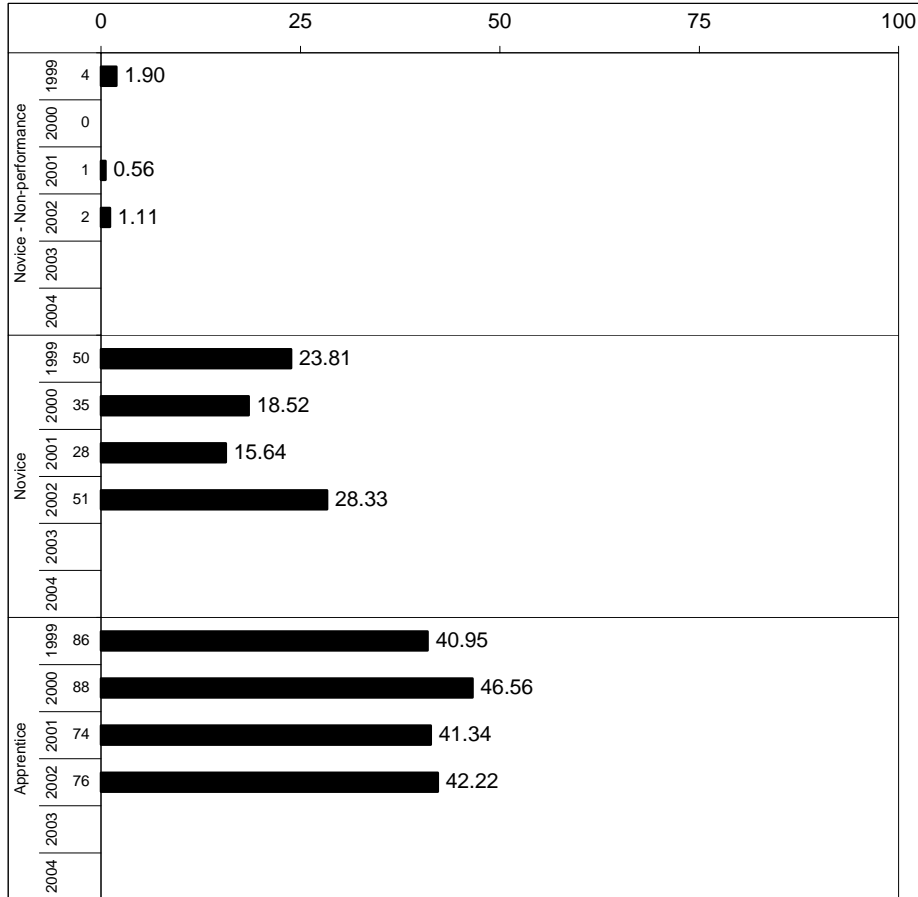
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				34	19%	567 (13.1)	1,149	16%	561 ( 1.9)	8,093	17%	567 ( 0.8)
Not Participating				142	81%	497 ( 4.6)	5,871	84%	497 ( 0.7)	38,864	83%	501 ( 0.3)
<i>Gap Participating vs Non-Participating</i>						70*			64*			66*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				90	51%	488 ( 5.8)	3,970	57%	492 ( 0.9)	20,016	43%	491 ( 0.4)
Not Approved (includes not coded)				86	49%	534 ( 7.4)	3,050	43%	527 ( 1.2)	26,941	57%	529 ( 0.4)
<i>Gap Approved vs Not Approved</i>						-46*			-35*			-38*
Disability Status												
Students without Disabilities (includes not coded)				153	87%	522 ( 4.9)	6,125	87%	516 ( 0.8)	41,500	88%	521 ( 0.3)
Students with Disabilities				23	13%	433 ( 9.6)	895	13%	444 ( 1.7)	5,457	12%	452 ( 0.7)
Tested with Accommodations				18	10%	435 (10.3)	656	9%	440 ( 1.9)	3,701	8%	448 ( 0.9)
Tested without Accommodations				5	3%		239	3%	456 ( 3.5)	1,756	4%	461 ( 1.4)
<i>Gap With vs Without</i>						-89*			-72*			-69*
Alternate Portfolio				4	2%		68	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			27			139		
LEP							8			186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 08





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 08

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Health	47	2.2	2.3									
Physical Education	24	2.1	2.3									
Consumerism	17	2.1	2.3									
Jobs/Careers	37	2.2	2.4									

District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 08

OPEN RESPONSE	No. Items	No. Observations	DISTRICT								Std. Err.	STATE								School -State Mean
			Percents									Percents								
			B	0	1	2	3	4	Mean	B		0	1	2	3	4	Mean			
PRACTICAL LIVING																				
1.x.x - Health	9	132	1	7	23	42	20	7	2.0	0.1	34,811	1	4	18	41	28	8	2.2	-0.2	
2.x.x - Physical Education	5	74	1	12	20	38	18	11	1.9	0.1	19,548	1	5	22	39	26	8	2.1	-0.2	
3.x.x - Consumerism	4	58	0	10	22	41	19	7	1.9	0.1	15,433	1	4	18	43	27	8	2.2	-0.3	
VOCATIONAL STUDIES																				
4.x.x - Job/Career	8	118	1	3	25	48	20	3	1.9	0.1	31,179	1	3	18	44	27	7	2.1	-0.2	
MULTIPLE CHOICE			Correct Incorrect Omit/Mult						Correct Incorrect Omit/Mult											
PRACTICAL LIVING																				
1.x.x - Health			38	559	66				33	0	0.66			0.02	147,608	67	33	0	0.67	-0.01
2.x.x - Physical Education	19	278	66	34	1	0.66	0.03	73,887	64	36	0	0.64	0.02							
3.x.x - Consumerism	13	189	64	36	0	0.64	0.03	50,494	64	36	0	0.64	0.00							
VOCATIONAL STUDIES																				
4.x.x - Job/Career	29	428	67	33	0	0.67	0.02	112,552	68	32	0	0.67	0.00							





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	14 <b>8%</b> (6%)	66 <b>38%</b> (34%)	68 <b>39%</b> (41%)	24 <b>14%</b> (14%)	4 <b>2%</b> (4%)
17 How well do you think you did on this test	I Did Very Poorly 5 <b>3%</b> (2%)	I Did Poorly 20 <b>11%</b> (6%)	I Did Well 100 <b>57%</b> (60%)	I Did Very Well 47 <b>27%</b> (27%)	Invalid Response 4 <b>2%</b> (4%)
18 How hard did you try on this test	I Did Not Try 0 <b>0%</b> (2%)	I Tried a Little 4 <b>2%</b> (4%)	I Tried a Lot 34 <b>19%</b> (18%)	I Tried Very Hard 135 <b>77%</b> (72%)	Invalid Response 3 <b>2%</b> (4%)

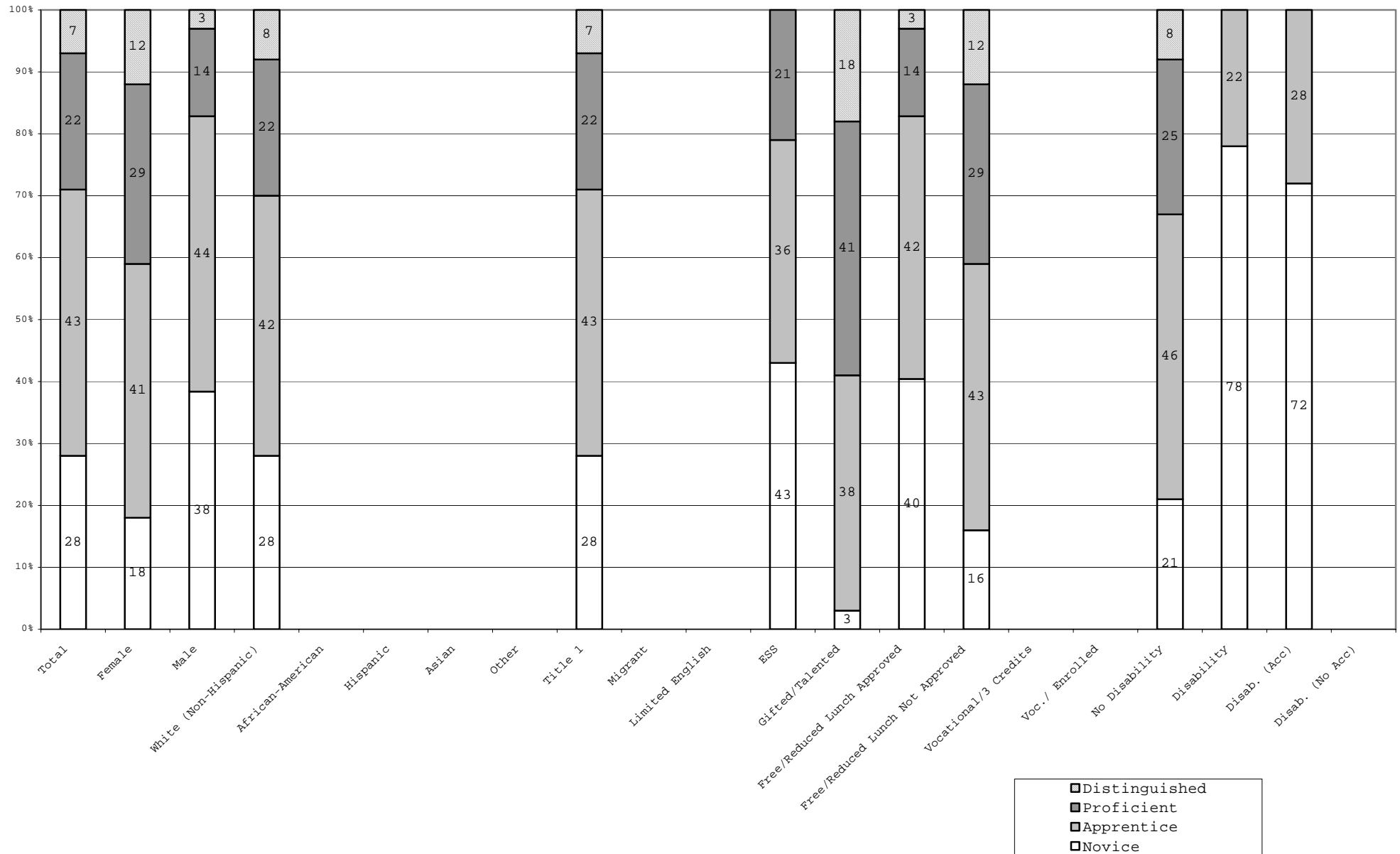
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 08

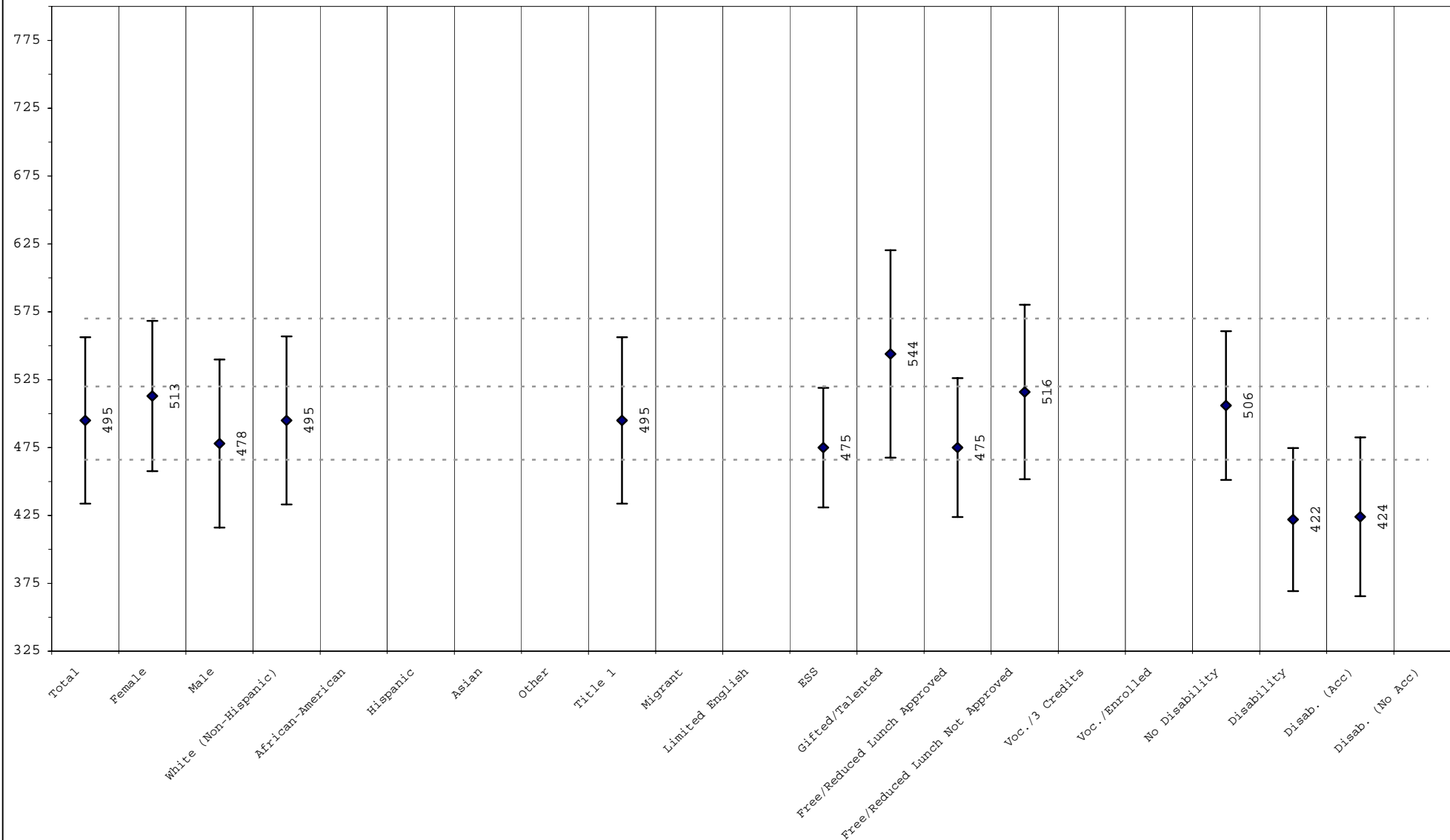


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**PL/VS**

District: ADAIR CO  
 Code: 001  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/VS**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				176		495 ( 4.6)	7,020		500 ( 0.7)	46,957		503 ( 0.3)
Gender:												
Female				85	48%	513 ( 6.0)	3,433	49%	512 ( 1.0)	22,893	49%	514 ( 0.4)
Male				91	52%	478 ( 6.5)	3,583	51%	489 ( 0.9)	24,042	51%	493 ( 0.4)
Gap Female vs Male						35*			23*			21*
Ethnicity												
White (Non-Hispanic)				170	97%	495 ( 4.7)	6,730	96%	500 ( 0.7)	40,780	87%	506 ( 0.3)
African-American				4	2%		143	2%	483 ( 4.2)	4,723	10%	478 ( 0.8)
Hispanic							40	1%	497 ( 6.9)	453	1%	492 ( 2.6)
Asian							19		510 (24.2)	311	1%	531 ( 4.3)
Other				1	1%		59	1%	499 ( 6.2)	547	1%	499 ( 2.4)
Gap White vs African American									17*			28*
Gap White vs Hispanic									3			14*
Gap White vs Asian									-10			-25*
Gap White vs Other									1			7*
Title I												
Participating Students				176	100%	495 ( 4.6)	4,904	70%	500 ( 0.8)	21,583	46%	495 ( 0.4)
Not Participating							2,116	30%	500 ( 1.2)	25,374	54%	510 ( 0.4)
Gap Participating vs Non-Participating												-15*
Migrant Program												
Participating Students				9	5%		96	1%	473 ( 6.4)	449	1%	480 ( 2.3)
Not Participating				167	95%	498 ( 4.7)	6,924	99%	500 ( 0.7)	46,508	99%	503 ( 0.3)
Gap Participating vs Non-Participating									-27*			-23*
Limited English Proficiency												
Participating Students							5			118		468 ( 5.5)
Not Participating				176	100%	495 ( 4.6)	7,015	100%	500 ( 0.7)	46,839	100%	503 ( 0.3)
Gap Participating vs Non-Participating												-35*
Extended School Services												
Participating Students				14	8%	475 (11.8)	1,129	16%	492 ( 1.5)	7,703	16%	493 ( 0.6)
Not Participating				162	92%	497 ( 4.9)	5,891	84%	501 ( 0.8)	39,254	84%	505 ( 0.3)
Gap Participating vs Non-Participating						-22			-9*			-12*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/Vs**

District: ADAIR CO  
 Code: 001  
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				34	19%	544 (13.1)	1,149	16%	546 ( 1.9)	8,093	17%	550 ( 0.7)
Not Participating				142	81%	483 ( 4.3)	5,871	84%	491 ( 0.7)	38,864	83%	494 ( 0.3)
<i>Gap Participating vs Non-Participating</i>						61*			55*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				90	51%	475 ( 5.4)	3,970	57%	486 ( 0.8)	20,016	43%	484 ( 0.4)
Not Approved (includes not coded)				86	49%	516 ( 6.9)	3,050	43%	518 ( 1.1)	26,941	57%	517 ( 0.4)
<i>Gap Approved vs Not Approved</i>						-41*			-32*			-33*
Disability Status												
Students without Disabilities (includes not coded)				153	87%	506 ( 4.4)	6,125	87%	508 ( 0.7)	41,500	88%	510 ( 0.3)
Students with Disabilities				23	13%	422 (11.0)	895	13%	447 ( 1.5)	5,457	12%	452 ( 0.7)
Tested with Accommodations				18	10%	424 (13.8)	656	9%	444 ( 1.7)	3,701	8%	449 ( 0.8)
Tested without Accommodations				5	3%		239	3%	453 ( 3.0)	1,756	4%	458 ( 1.3)
<i>Gap With vs Without</i>						-84*			-61*			-58*
Alternate Portfolio				4	2%		68	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			27			139		
LEP							8			186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NATIONAL NORM REFERENCED TEST (NRT)**

District: ADAIR CO  
 Code: 001  
 Grade: 06

**NRT Accountability Data by Year**

**Grade 6**

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	171	0	0.0	31	18.1	53	31.0	44	25.7	43	25.1
2000	177	0	0.0	42	23.7	48	27.1	46	26.0	41	23.2
2001	204	1	0.5	46	22.5	60	29.4	47	23.0	50	24.5
2002	189	0	0.0	42	22.2	58	30.7	48	25.4	41	21.7
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NRT DATA DISAGGREGATION**

District: ADAIR CO  
 Code: 001  
 Grade: 06

	Number of Students	Pct. of Total	<u>Reading</u>		<u>Language</u>		<u>Mathematics</u>		<u>Total Battery</u>		<u>Quartiles</u>			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	189		50.8	52	49.8	50	49.9	50	50	50	22%	31%	25%	22%
Gender:														
Female	89	47%	53.7	57	53.6	57	52.1	54	53.4	57	10%	36%	30%	24%
Male	99	52%	48.3	47	46.6	44	48.1	46	47.1	45	33%	25%	21%	20%
(Not Coded)	1	1%												
Ethnicity														
White (Non-Hispanic)	181	96%	51.5	53	50.1	50	50.5	51	50.6	51	20%	32%	25%	22%
African-American	6	3%												
Hispanic														
Asian	1	1%												
Other	1	1%												
(Not Coded)														
Served by Title I	189	100%	50.8	52	49.8	50	49.9	50	50	50	22%	31%	25%	22%
Served by Migrant Program	3	2%												
Students with Limited English Proficiency														
Served by Extended School Services	35	19%	46.4	43	45.9	42	40.9	33	43.9	39	31%	40%	11%	17%
Served by Gifted and Talented Program	30	16%	68.5	81	69.8	83	71.9	85	71.8	85	0%	7%	27%	67%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	108	57%	45.6	42	44.1	39	45.4	41	44.3	39	29%	39%	19%	13%
Not Approved (includes not coded)	81	43%	57.8	65	57.6	64	56	61	57.7	64	14%	20%	33%	33%
Disability Status														
Students without Disabilities (includes not coded)	170	90%	53.1	56	51.7	53	52.8	55	52.7	55	16%	32%	28%	24%
Students with Disabilities	19	10%	30.4	18	32.9	21	24.4	11	26.3	13	79%	21%	0%	0%
Tested with Accommodations	15	8%	31.7	19	32.3	20	23.1	10	25.7	12	80%	20%	0%	0%
Tested without Accommodations	4	2%												
Alternate Portfolio	2	1%												
	Number Exemptions:		On-Demand		Medical		LEP		Other					
					1									

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.

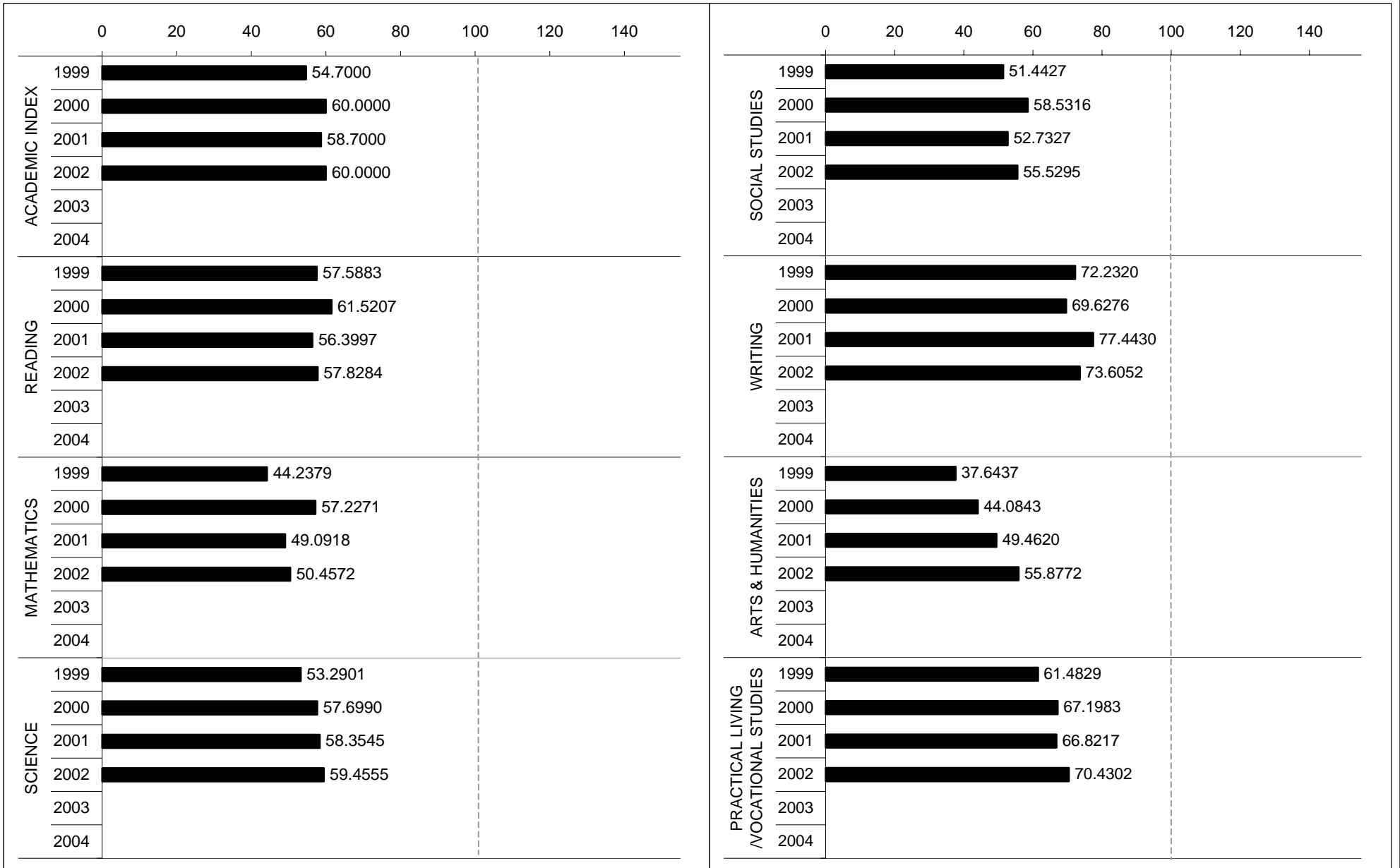


**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**CONTENT AREA INDEX TRENDS**

District: ADAIR CO

Code: 001

Grade: 10/12



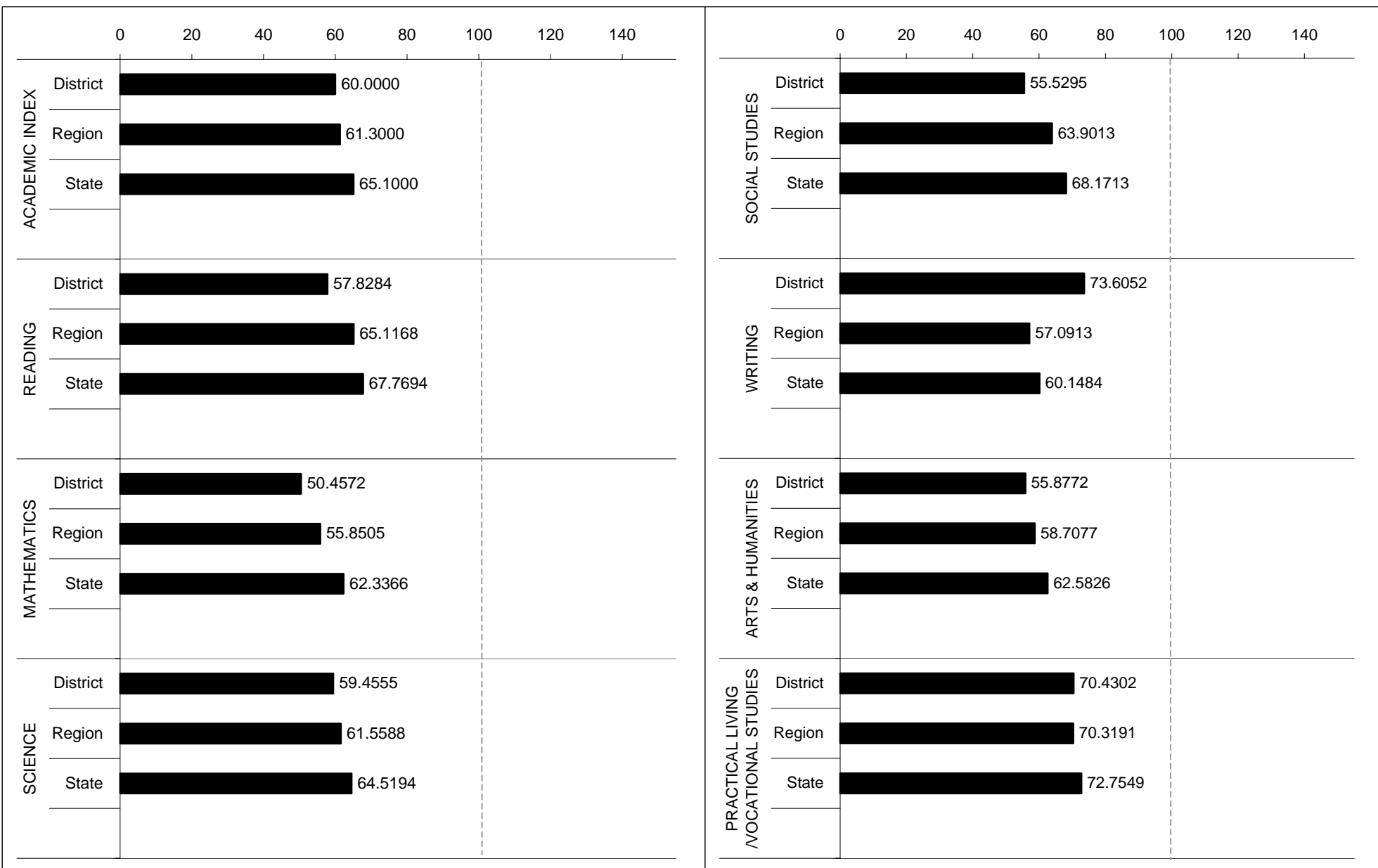


SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
ACADEMIC INDEX COMPARISONS

District: ADAIR CO

Code: 001

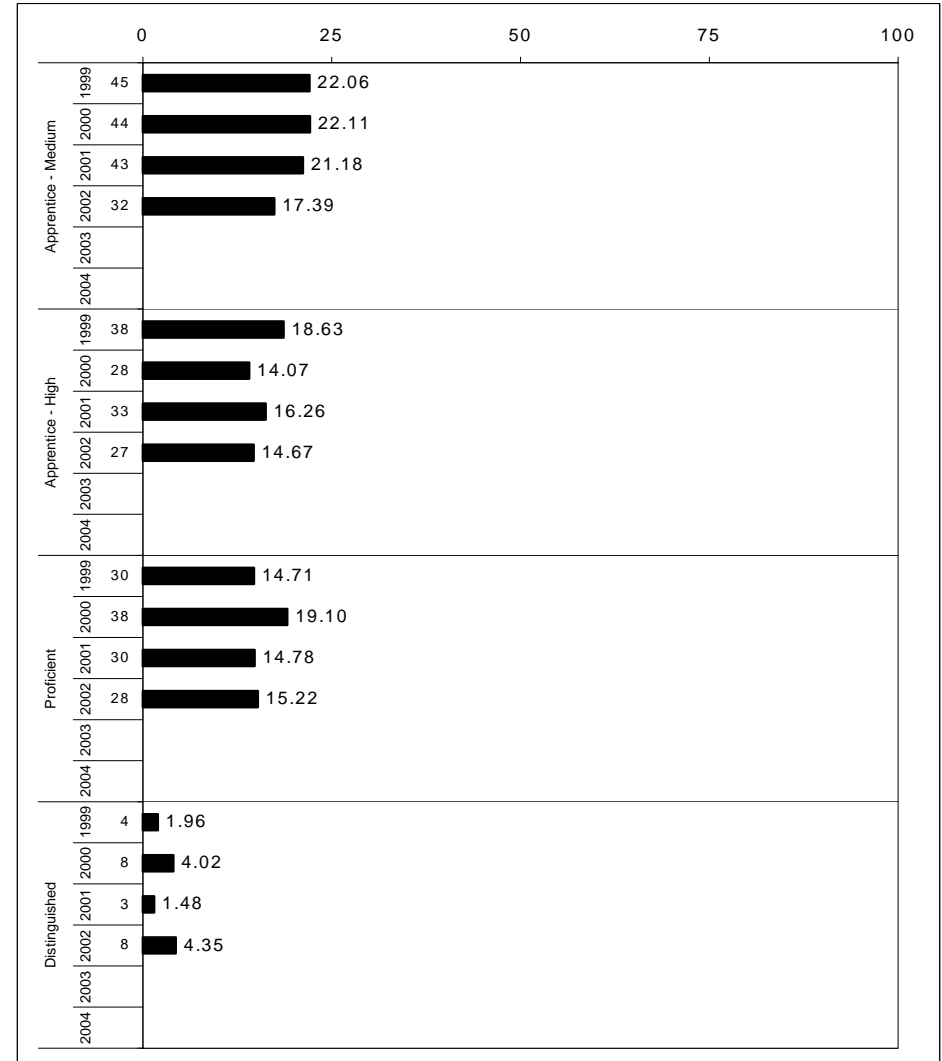
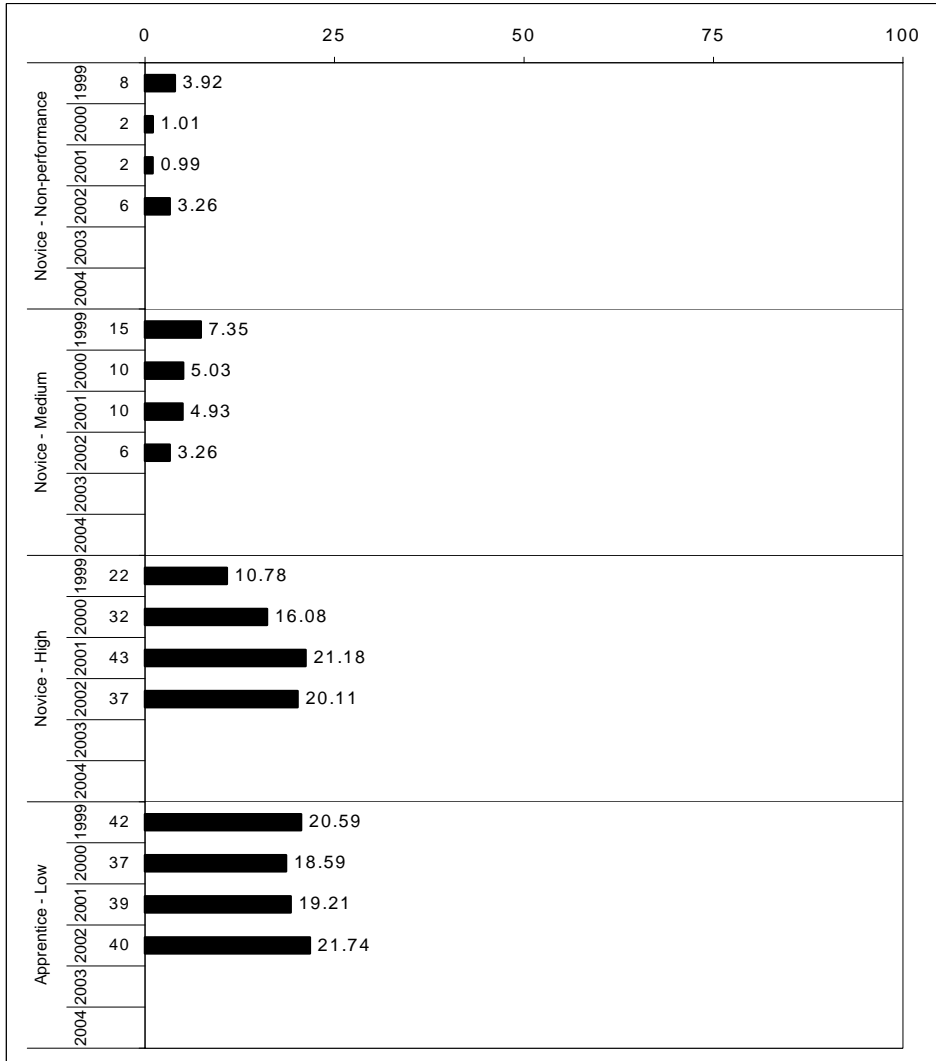
Grade: 10/12





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 10



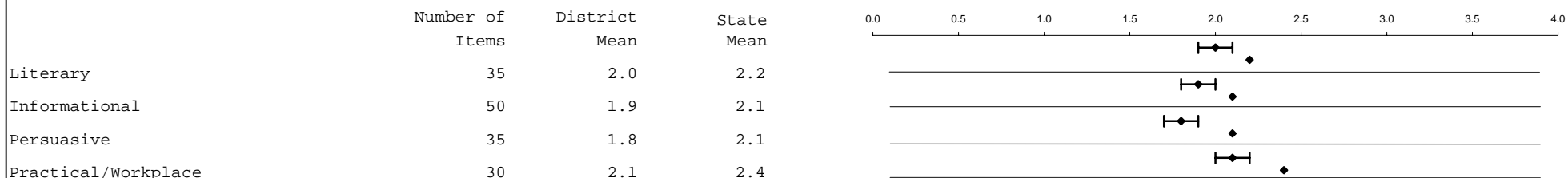
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 10

READING SUB-DOMAIN MEAN SCORES



District: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 10

OPEN RESPONSE	No.	DISTRICT										STATE									School
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.0.x - Literary	7	296	2	7	25	45	16	5	1.8	0.1	74,302	1	5	21	45	23	5	2.0	-0.2		
2.0.x - Informational	10	325	1	11	36	34	15	3	1.6	0.1	81,410	1	10	22	40	22	5	1.9	-0.3		
3.0.x - Persuasive	7	211	3	13	33	38	10	2	1.5	0.1	52,118	2	10	23	39	21	5	1.8	-0.3		
4.0.x - Practical/Workplace	6	242	0	5	30	45	17	3	1.8	0.1	59,320	1	3	19	45	27	5	2.1	-0.3		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.0.x - Literary	28	1,184	58	42	0	0.58	0.01	297,208	61	39	0	0.61	-0.03								
2.0.x - Informational	40	1,300	63	38	0	0.62	0.01	325,640	67	33	0	0.66	-0.04								
3.0.x - Persuasive	28	844	59	41	0	0.59	0.02	208,472	65	35	0	0.65	-0.06								
4.0.x - Practical/Workplace	24	968	68	32	0	0.68	0.01	237,280	74	26	0	0.74	-0.06								



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 10

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the reading questions tested things you learned in school	14	8%	(7%)	71	39%	(42%)	82	45%	(40%)	9	5%	(7%)	5	3%	(2%)
	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
37 How well do you think you did on this test	11	6%	(2%)	16	9%	(11%)	133	73%	(72%)	15	8%	(12%)	6	3%	(2%)
	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
38 How hard did you try on this test	6	3%	(2%)	12	7%	(7%)	63	35%	(30%)	95	52%	(58%)	5	3%	(2%)
	No Time			Less Than 1 Hour			1-2 Hours			3-4 Hours			More Than 4 Hours		
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts?	25	14%	(13%)	90	50%	(45%)	42	23%	(32%)	15	8%	(6%)	3	2%	(2%)
In your class, how often do you do the following:															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
40 listen to an adult read aloud	29	16%	(13%)	67	37%	(30%)	22	12%	(16%)	31	17%	(24%)	26	14%	(14%)
41 use a graphic organizer such as a chart or web with passages you read	75	41%	(36%)	55	30%	(33%)	21	12%	(15%)	19	10%	(10%)	6	3%	(4%)
42 read novels, short stories or poems	10	6%	(5%)	35	19%	(22%)	44	24%	(19%)	63	35%	(29%)	24	13%	(23%)
43 read newspapers, journals or magazines	13	7%	(14%)	40	22%	(26%)	52	29%	(24%)	36	20%	(19%)	33	18%	(15%)
44 spend time previewing or discussing what you are going to read BEFORE you read	27	15%	(18%)	37	20%	(22%)	35	19%	(21%)	47	26%	(23%)	30	17%	(13%)
45 use a computer to research and read poems, articles, stories, or books	25	14%	(27%)	64	35%	(36%)	44	24%	(15%)	30	17%	(12%)	13	7%	(8%)
46 use a computer to answer questions about material you read	42	23%	(45%)	73	40%	(30%)	35	19%	(11%)	18	10%	(7%)	8	4%	(4%)
47 respond in writing to what you read	19	10%	(10%)	57	31%	(23%)	50	28%	(22%)	33	18%	(27%)	16	9%	(15%)
48 discuss what you read with a teacher or other students	22	12%	(9%)	39	22%	(19%)	30	17%	(17%)	48	27%	(28%)	37	20%	(25%)

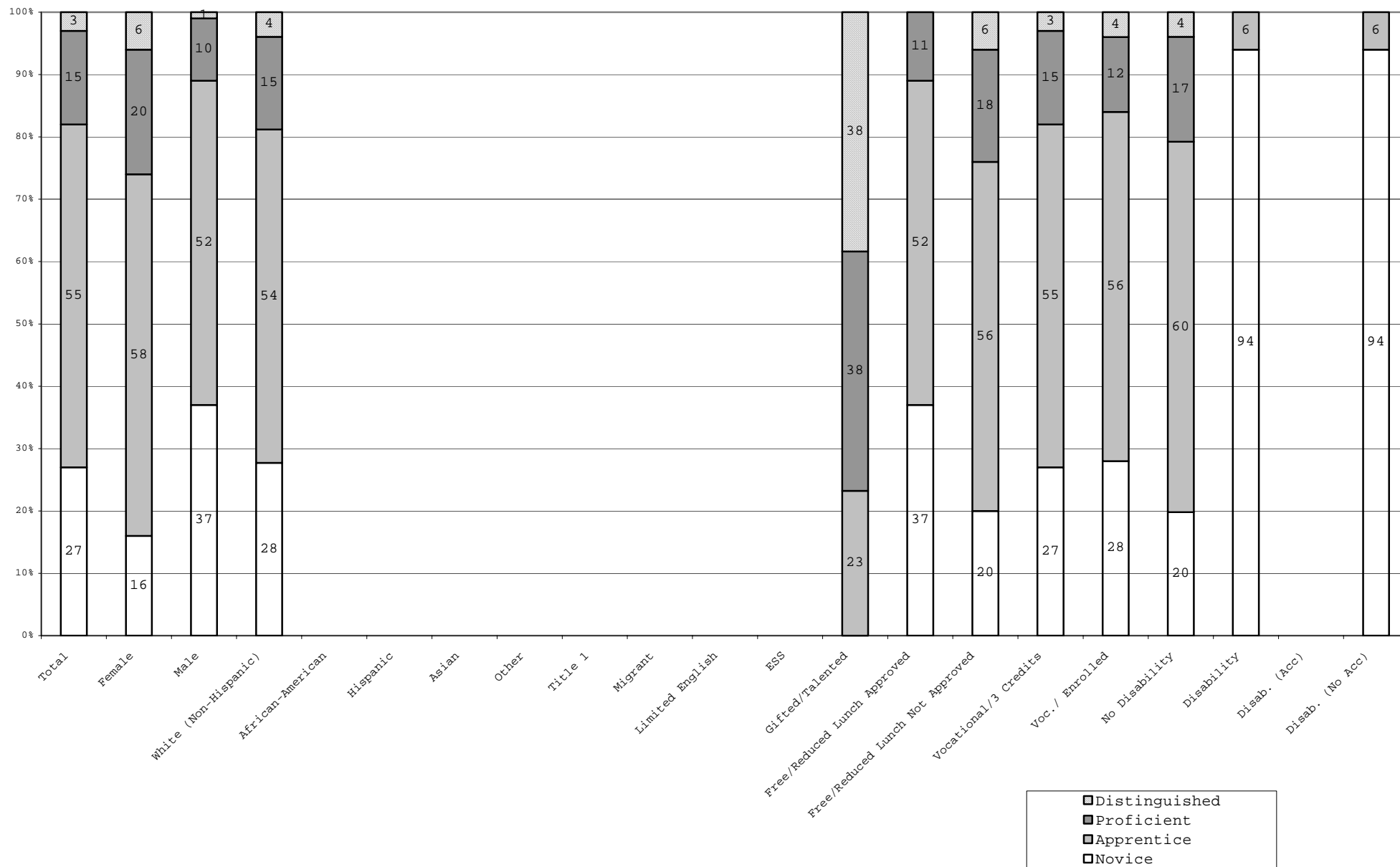
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 10

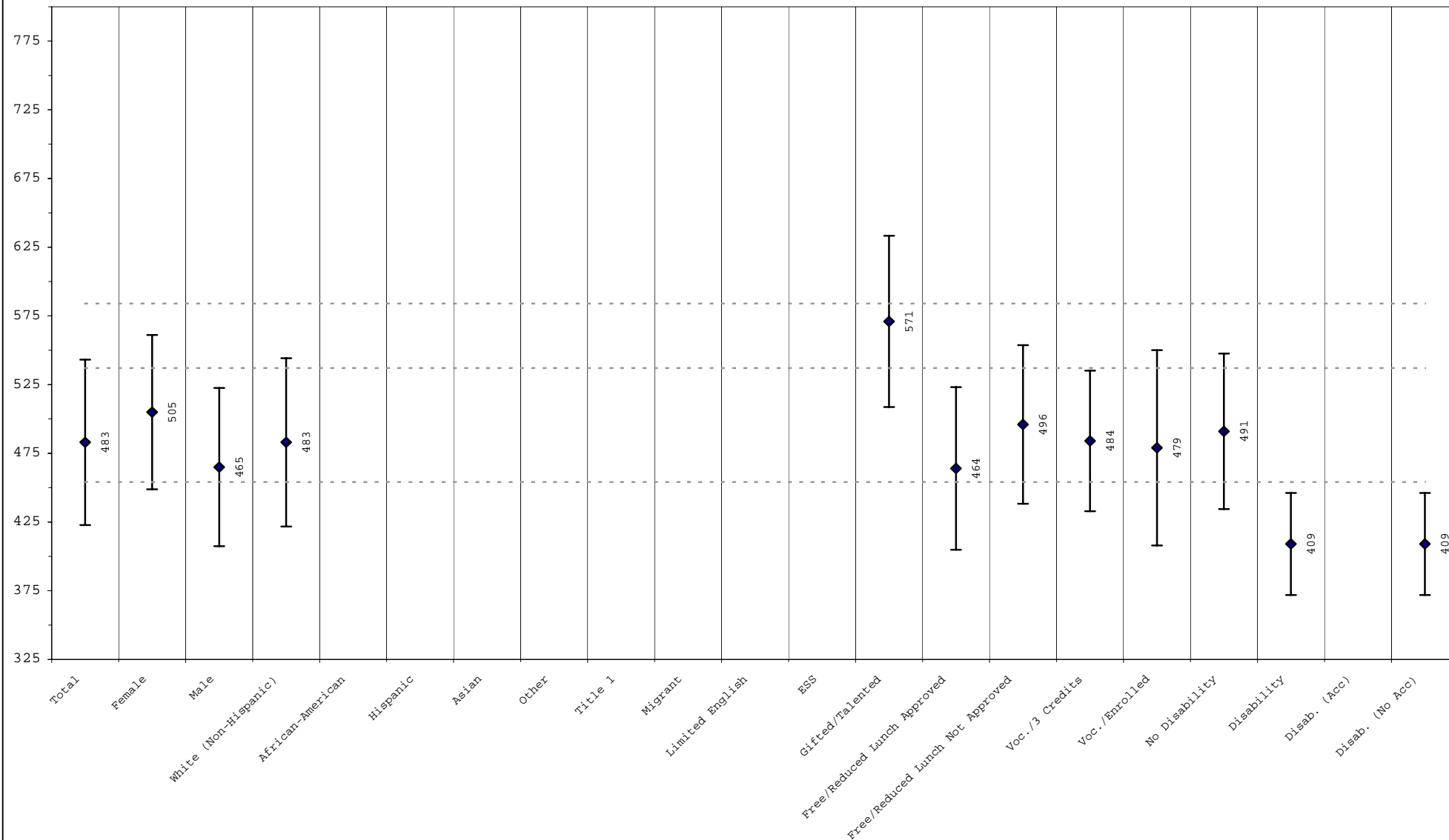


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 10



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				181		483 ( 4.5)	6,317		498 ( 0.7)	44,899		503 ( 0.3)
Gender:												
Female				83	46%	505 ( 6.2)	3,083	49%	515 ( 1.0)	21,848	49%	517 ( 0.4)
Male				98	54%	465 ( 5.8)	3,226	51%	482 ( 1.0)	23,012	51%	489 ( 0.4)
Gap Female vs Male						40*			33*			28*
Ethnicity												
White (Non-Hispanic)				168	93%	483 ( 4.7)	6,037	96%	498 ( 0.7)	39,187	87%	506 ( 0.3)
African-American				7	4%		122	2%	480 ( 5.2)	4,270	10%	477 ( 0.9)
Hispanic							28		487 (11.4)	394	1%	495 ( 3.0)
Asian							21		529 (12.6)	357	1%	529 ( 3.2)
Other				5	3%		78	1%	514 ( 6.3)	535	1%	502 ( 2.6)
Gap White vs African American									18*			29*
Gap White vs Hispanic									11			11*
Gap White vs Asian									-31*			-23*
Gap White vs Other									-16*			4
Title I												
Participating Students							657	10%	501 ( 2.3)	4,899	11%	487 ( 0.8)
Not Participating				181	100%	483 ( 4.5)	5,660	90%	498 ( 0.8)	40,000	89%	505 ( 0.3)
Gap Participating vs Non-Participating									3			-18*
Migrant Program												
Participating Students				2	1%		37	1%	470 ( 9.6)	222		477 ( 3.6)
Not Participating				179	99%	483 ( 4.5)	6,280	99%	498 ( 0.7)	44,677	100%	503 ( 0.3)
Gap Participating vs Non-Participating									-28*			-26*
Limited English Proficiency												
Participating Students							10		458 ( 9.2)	177		476 ( 3.6)
Not Participating				181	100%	483 ( 4.5)	6,307	100%	498 ( 0.7)	44,722	100%	503 ( 0.3)
Gap Participating vs Non-Participating									-40*			-27*
Extended School Services												
Participating Students				2	1%		613	10%	493 ( 2.2)	6,632	15%	496 ( 0.7)
Not Participating				179	99%	483 ( 4.5)	5,704	90%	499 ( 0.8)	38,267	85%	504 ( 0.3)
Gap Participating vs Non-Participating									-6*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

District: ADAIR CO  
 Code: 001  
 Grade: 10

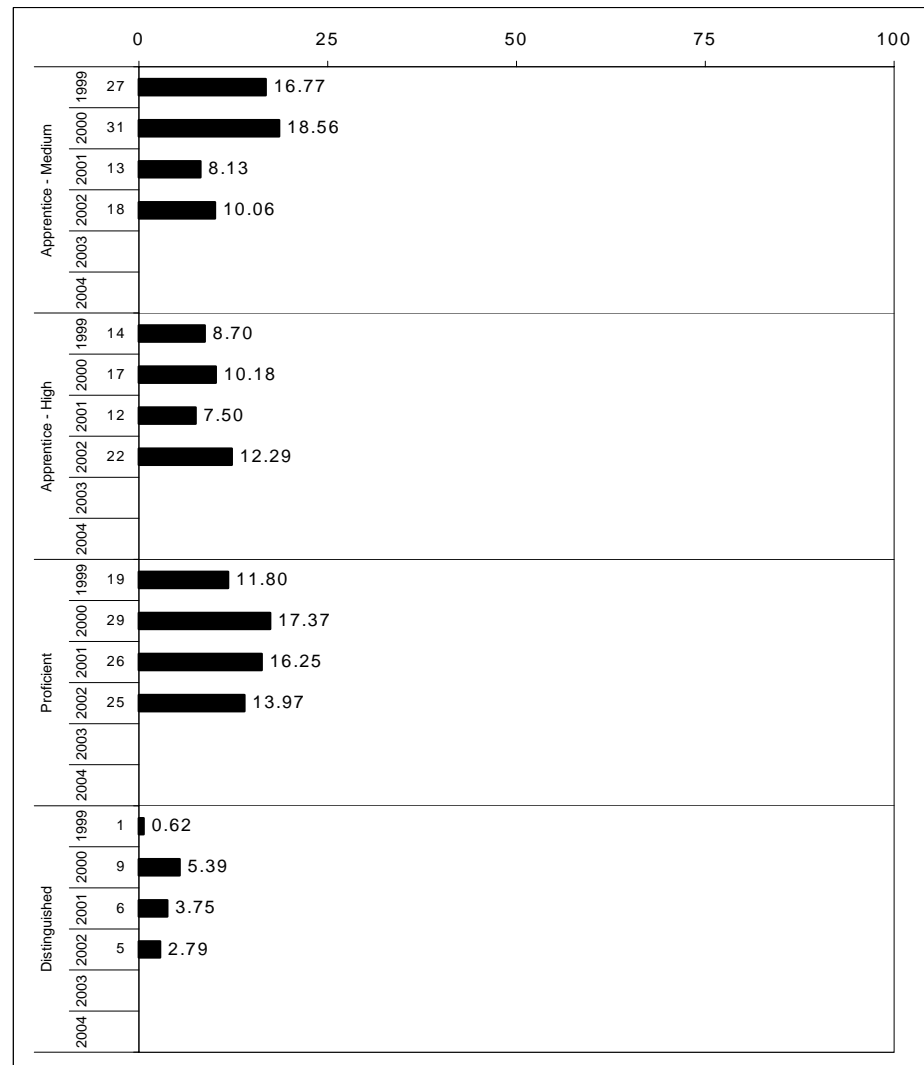
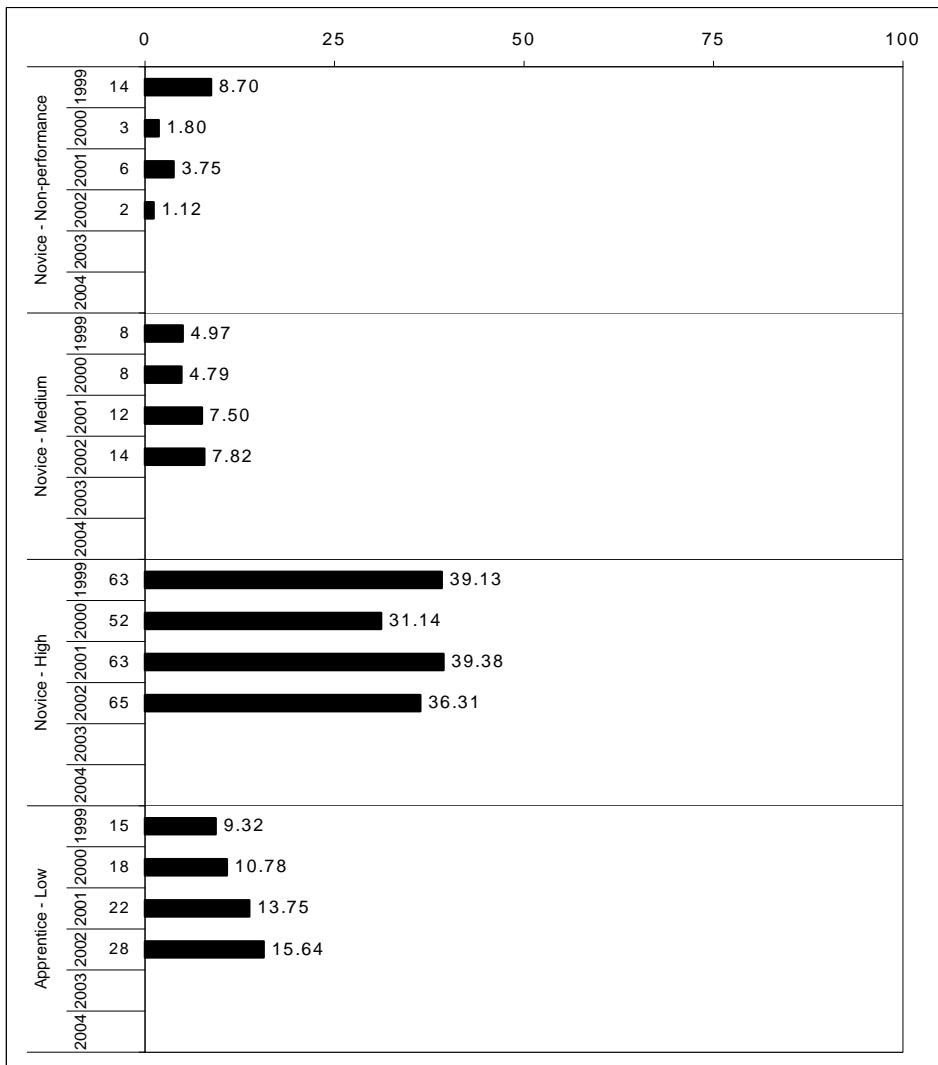
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				13	7%	571 (17.3)	943	15%	550 ( 1.5)	6,628	15%	555 ( 0.6)
Not Participating				168	93%	476 ( 4.2)	5,374	85%	489 ( 0.8)	38,271	85%	494 ( 0.3)
<i>Gap Participating vs Non-Participating</i>						95*			61*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				73	40%	464 ( 6.9)	2,959	47%	481 ( 1.0)	15,199	34%	480 ( 0.4)
Not Approved (includes not coded)				108	60%	496 ( 5.6)	3,358	53%	514 ( 1.0)	29,700	66%	515 ( 0.3)
<i>Gap Approved vs Not Approved</i>						-32*			-33*			-35*
Vocational/Technical Education												
Plans to/completed 3 credits in career area				105	58%	484 ( 5.0)	2,406	38%	494 ( 1.1)	15,478	34%	500 ( 0.4)
Enrolled, student not concentrating				25	14%	479 (14.2)	1,619	26%	500 ( 1.4)	11,212	25%	501 ( 0.5)
Not Vocational/Technical Education				51	28%	482 (10.0)	2,292	36%	501 ( 1.4)	18,209	41%	507 ( 0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>						-2			7*			7*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>						3			1			6*
Disability Status												
Students without Disabilities (includes not coded)				163	90%	491 ( 4.4)	5,730	91%	506 ( 0.7)	40,849	91%	510 ( 0.3)
Students with Disabilities				18	10%	409 ( 8.8)	587	9%	423 ( 2.0)	4,050	9%	434 ( 0.8)
Tested with Accommodations							387	6%	417 ( 2.2)	2,479	6%	429 ( 0.9)
Tested without Accommodations				18	10%	409 ( 8.8)	200	3%	436 ( 3.8)	1,571	3%	442 ( 1.4)
<i>Gap With vs Without</i>						-82*			-83*			-76*
Alternate Portfolio				3	2%		60	1%		344	1%	
Exemptions (On-Demand)												
Medical							11			75		
LEP							5			194		
Other							3			35		

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**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 11



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS SUB-DOMAIN**

District: ADAIR CO  
Code: 001  
Grade: 11

**MATHEMATICS SUB-DOMAIN MEAN SCORES**

	Number of Items	District Mean	State Mean	0.00.51.01.52.02.53.03.54.0
Number/Computation	45	1.5	1.8	
Geometry/Meanurement	53	1.2	1.6	
Probability/Statistics	26	1.4	1.7	
Algebraic Ideas	59	1.4	1.7	

District: Top  
State: Bottom

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**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS CORE CONTENT**

District: ADAIR CO  
Code: 001  
Grade: 11

OPEN RESPONSE	No. Items	No. Observations	DISTRICT								Std. Err.	No. Observations	STATE								School -State Mean
			Percents										Percents								
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean			
1.x.x - Number/Computation	14	404	3	36	28	19	10	5	1.1	0.1	93,008	2	28	28	18	13	11	1.5	-0.4		
1.1.x - Concepts	2	57	0	7	32	18	30	14	2.1	0.2	13,509	1	15	27	15	23	19	2.0	0.1		
1.2.x - Skills	7	204	3	28	31	24	9	5	1.3	0.1	46,877	2	24	29	21	11	13	1.6	-0.3		
1.3.x - Relationships	6	171	3	50	25	13	6	3	0.8	0.1	39,435	2	37	27	14	12	8	1.2	-0.4		
2.x.x - Geometry/Measurement	18	525	4	40	30	17	8	2	0.9	0.1	118,912	2	30	26	19	13	9	1.4	-0.5		
2.1.x - Concepts	11	315	5	45	31	14	5	0	0.7	0.1	72,597	2	34	27	18	11	7	1.2	-0.5		
2.2.x - Skills	9	266	2	43	25	18	9	3	1.0	0.1	59,785	2	31	24	20	14	11	1.5	-0.5		
2.3.x - Relationships	6	178	2	31	38	16	10	3	1.1	0.1	40,142	1	24	34	19	13	9	1.5	-0.4		
3.x.x - Probability/Statistics	7	203	3	36	31	23	4	3	1.0	0.1	46,401	2	28	32	22	11	5	1.3	-0.3		
3.1.x - Concepts	1	28	4	25	39	32	0	0	1.0	0.2	6,813	1	29	36	25	6	2	1.1	-0.1		
3.2.x - Skills	4	117	3	41	29	21	3	3	0.9	0.1	26,618	2	30	31	23	9	5	1.2	-0.3		
3.3.x - Relationships	3	86	1	31	41	17	7	2	1.1	0.1	19,627	2	25	38	16	14	6	1.3	-0.2		
4.x.x - Algebraic Ideas	15	436	3	31	34	18	10	3	1.1	0.1	99,537	2	24	32	20	14	9	1.5	-0.4		
4.1.x - Concepts	1	28	4	0	46	21	25	4	1.8	0.2	6,813	2	14	31	28	16	10	1.7	0.1		
4.2.x - Skills	9	257	3	30	37	18	10	2	1.1	0.1	59,420	2	25	30	22	14	8	1.5	-0.4		
4.3.x - Relationships	10	294	3	35	33	17	9	3	1.1	0.1	66,798	2	26	34	19	12	8	1.4	-0.3		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	31	1,248	53	47	0						0.53	0.01	285,502	58	42	0					
1.1.x - Concepts	8	348	52	48	0						0.52	0.03	80,050	58	42	0					
1.2.x - Skills	10	377	59	41	0						0.59	0.02	85,799	63	37	0					
1.3.x - Relationships	14	580	50	50	0						0.50	0.02	133,162	56	44	0					
2.x.x - Geometry/Measurement	35	1,163	43	57	0						0.43	0.01	265,747	50	50	0					
2.1.x - Concepts	13	437	41	59	0						0.41	0.02	100,448	47	53	0					
2.2.x - Skills	19	582	43	57	0						0.43	0.02	131,687	52	48	0					
2.3.x - Relationships	5	202	44	56	0						0.44	0.04	46,940	54	46	0					
3.x.x - Probability/Statistics	19	695	56	44	0						0.56	0.02	158,958	62	38	0					
3.1.x - Concepts	8	283	55	45	0						0.55	0.03	66,219	63	37	0					
3.2.x - Skills	8	297	57	43	0						0.57	0.03	66,260	61	39	0					
3.3.x - Relationships	4	143	55	46	0						0.55	0.04	33,136	60	40	0					
4.x.x - Algebraic Ideas	44	1,414	46	54	0						0.46	0.01	323,772	52	48	0					
4.1.x - Concepts	15	430	41	59	0						0.41	0.02	98,700	44	56	0					
4.2.x - Skills	19	609	45	55	0						0.45	0.02	138,773	54	46	0					
4.3.x - Relationships	13	460	50	50	0						0.50	0.02	105,951	55	45	0					

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	3	<b>2%</b>	(3%)	72	<b>41%</b>	(35%)	89	<b>51%</b>	(47%)	12	<b>7%</b>	(14%)	0	<b>0%</b>	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	17	<b>10%</b>	(8%)	59	<b>34%</b>	(29%)	95	<b>54%</b>	(53%)	5	<b>3%</b>	(8%)	0	<b>0%</b>	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	3	<b>2%</b>	(2%)	15	<b>9%</b>	(7%)	48	<b>27%</b>	(25%)	110	<b>63%</b>	(64%)	0	<b>0%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	29	<b>16%</b>	(15%)	87	<b>49%</b>	(41%)	20	<b>11%</b>	(17%)	22	<b>13%</b>	(17%)	18	<b>10%</b>	(8%)
40 work on mathematics projects/investigations that require more than one class period	62	<b>35%</b>	(32%)	70	<b>40%</b>	(41%)	17	<b>10%</b>	(14%)	21	<b>12%</b>	(8%)	6	<b>3%</b>	(3%)
41 use a graphic calculator	15	<b>9%</b>	(17%)	37	<b>21%</b>	(18%)	25	<b>14%</b>	(8%)	30	<b>17%</b>	(14%)	69	<b>39%</b>	(41%)
42 use a computer	100	<b>57%</b>	(50%)	38	<b>22%</b>	(26%)	11	<b>6%</b>	(7%)	15	<b>9%</b>	(6%)	12	<b>7%</b>	(8%)
43 write about mathematics	68	<b>39%</b>	(28%)	57	<b>32%</b>	(42%)	25	<b>14%</b>	(13%)	12	<b>7%</b>	(9%)	14	<b>8%</b>	(7%)
44 use hands-on materials other than books, worksheets, calculators or computers	61	<b>35%</b>	(30%)	55	<b>31%</b>	(34%)	25	<b>14%</b>	(13%)	17	<b>10%</b>	(11%)	17	<b>10%</b>	(10%)
45 draw pictures, charts or graphs to help explain your thinking	12	<b>7%</b>	(7%)	53	<b>30%</b>	(24%)	32	<b>18%</b>	(20%)	56	<b>32%</b>	(28%)	23	<b>13%</b>	(19%)
46 discuss different ways to solve problems	11	<b>6%</b>	(6%)	37	<b>21%</b>	(14%)	25	<b>14%</b>	(16%)	55	<b>31%</b>	(30%)	47	<b>27%</b>	(33%)
47 receive meaningful feedback on assignments	27	<b>15%</b>	(14%)	33	<b>19%</b>	(18%)	38	<b>22%</b>	(17%)	50	<b>28%</b>	(25%)	28	<b>16%</b>	(25%)
48 work on mathematics that is related to real-life experiences	23	<b>13%</b>	(16%)	50	<b>28%</b>	(26%)	38	<b>22%</b>	(19%)	39	<b>22%</b>	(22%)	26	<b>15%</b>	(15%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

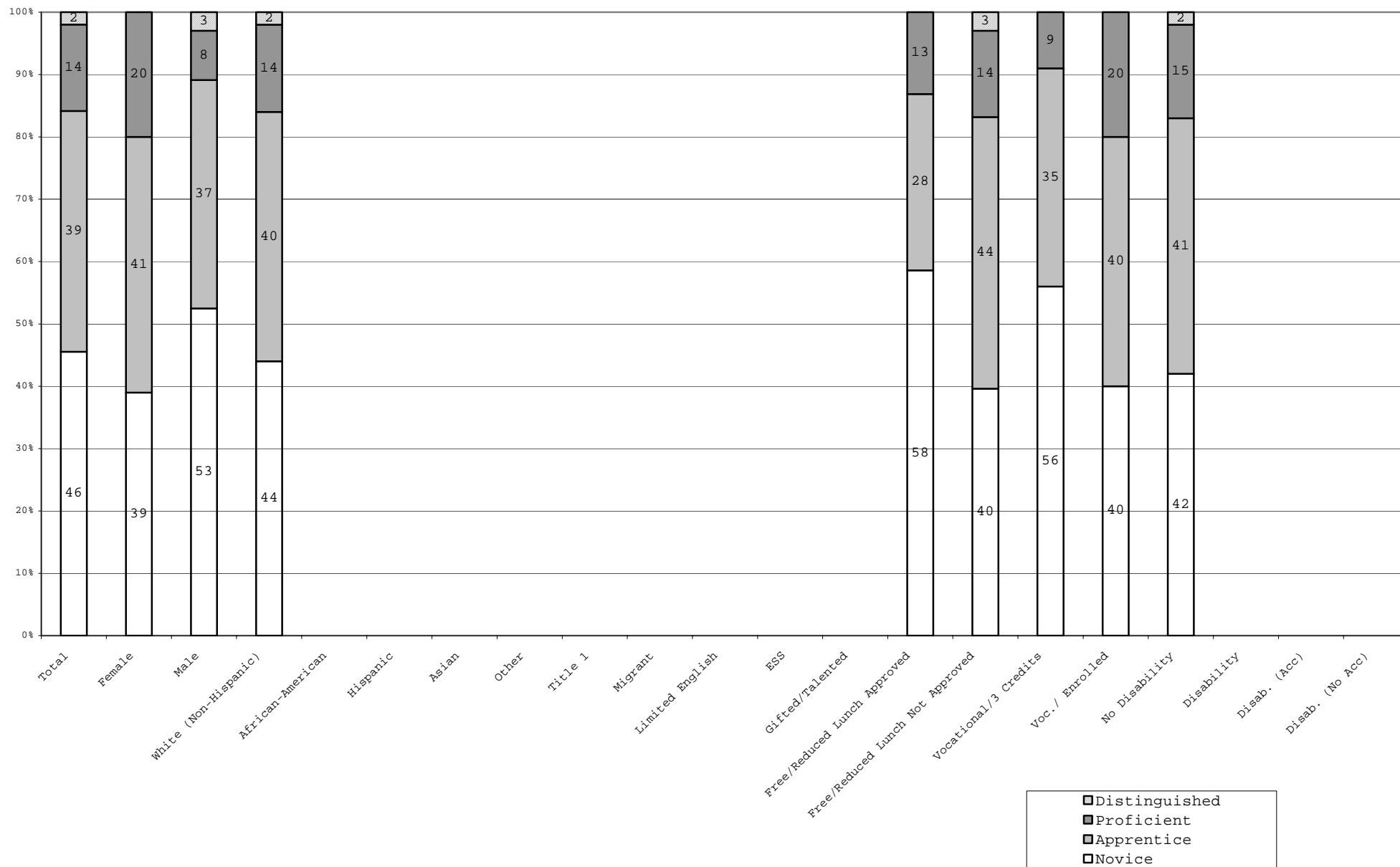
Run Date: 05/07/2003

Page: 149



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 11

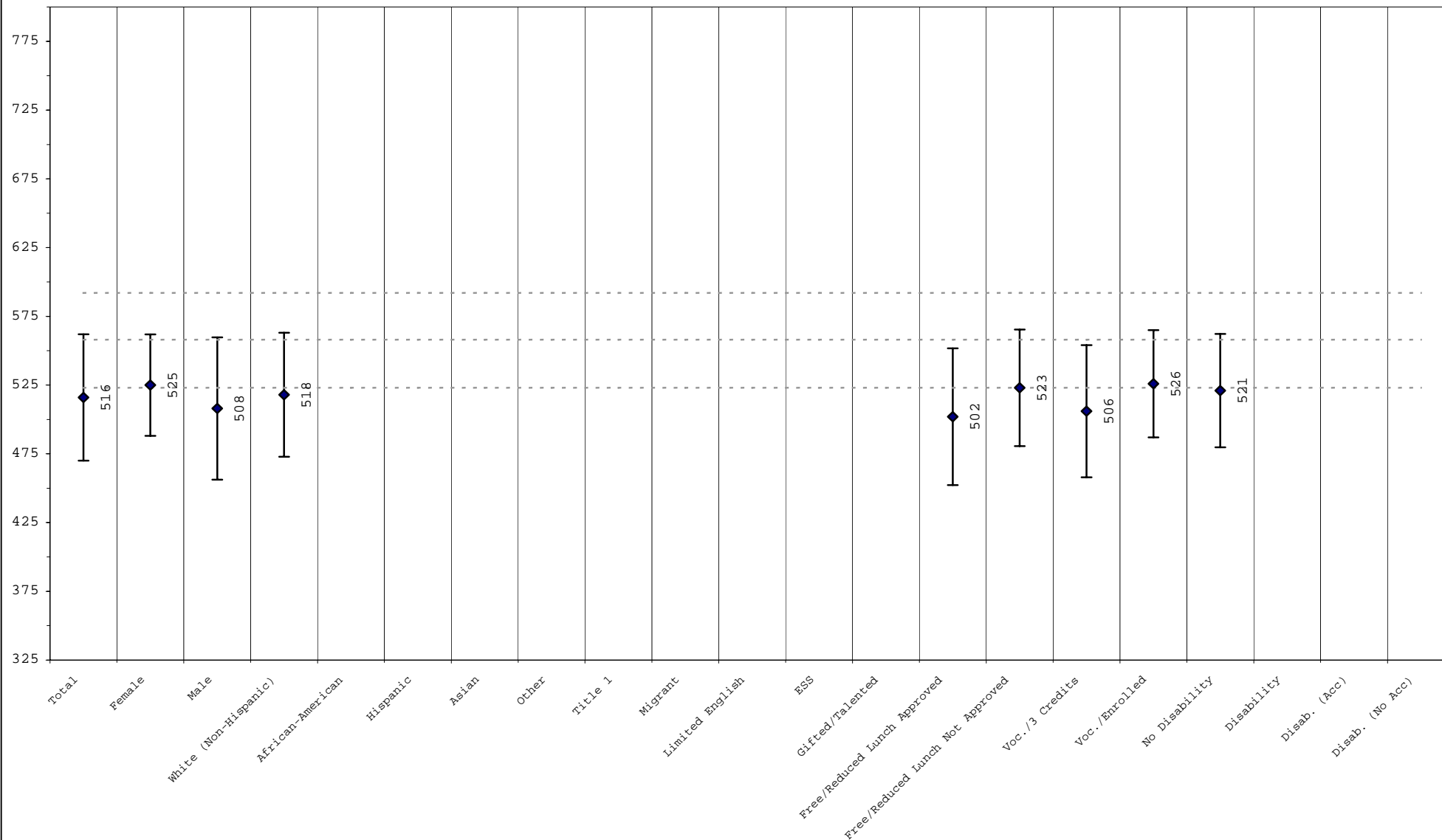


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				176		516 ( 3.5)	5,533		524 ( 0.7)	40,170		531 ( 0.3)
Gender:												
Female				83	47%	525 ( 4.1)	2,733	49%	526 ( 0.9)	20,033	50%	534 ( 0.4)
Male				93	53%	508 ( 5.4)	2,792	50%	521 ( 1.0)	20,100	50%	530 ( 0.4)
Gap Female vs Male						17*			5*			4*
Ethnicity												
White (Non-Hispanic)				166	94%	518 ( 3.5)	5,312	96%	524 ( 0.7)	35,552	89%	535 ( 0.3)
African-American				7	4%		111	2%	498 ( 5.3)	3,339	8%	499 ( 1.0)
Hispanic							16		549 (12.1)	307	1%	521 ( 3.2)
Asian				1	1%		18		574 (12.1)	324	1%	563 ( 3.3)
Other							56	1%	518 ( 7.2)	479	1%	523 ( 2.5)
Gap White vs African American									26*			36*
Gap White vs Hispanic									-25*			14*
Gap White vs Asian									-50*			-28*
Gap White vs Other									6			12*
Title I												
Participating Students							544	10%	519 ( 2.1)	4,306	11%	515 ( 0.8)
Not Participating				176	100%	516 ( 3.5)	4,989	90%	524 ( 0.7)	35,864	89%	533 ( 0.3)
Gap Participating vs Non-Participating									-5*			-18*
Migrant Program												
Participating Students				1	1%		14		498 (21.2)	104		504 ( 6.1)
Not Participating				175	99%	516 ( 3.5)	5,519	100%	524 ( 0.7)	40,066	100%	532 ( 0.3)
Gap Participating vs Non-Participating									-26			-28*
Limited English Proficiency												
Participating Students							5			128		509 ( 5.3)
Not Participating				176	100%	516 ( 3.5)	5,528	100%	524 ( 0.7)	40,042	100%	532 ( 0.3)
Gap Participating vs Non-Participating												-23*
Extended School Services												
Participating Students				9	5%		508	9%	521 ( 2.2)	5,570	14%	528 ( 0.7)
Not Participating				167	95%	517 ( 3.5)	5,025	91%	524 ( 0.7)	34,600	86%	532 ( 0.3)
Gap Participating vs Non-Participating									-3			-4*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

District: ADAIR CO  
 Code: 001  
 Grade: 11

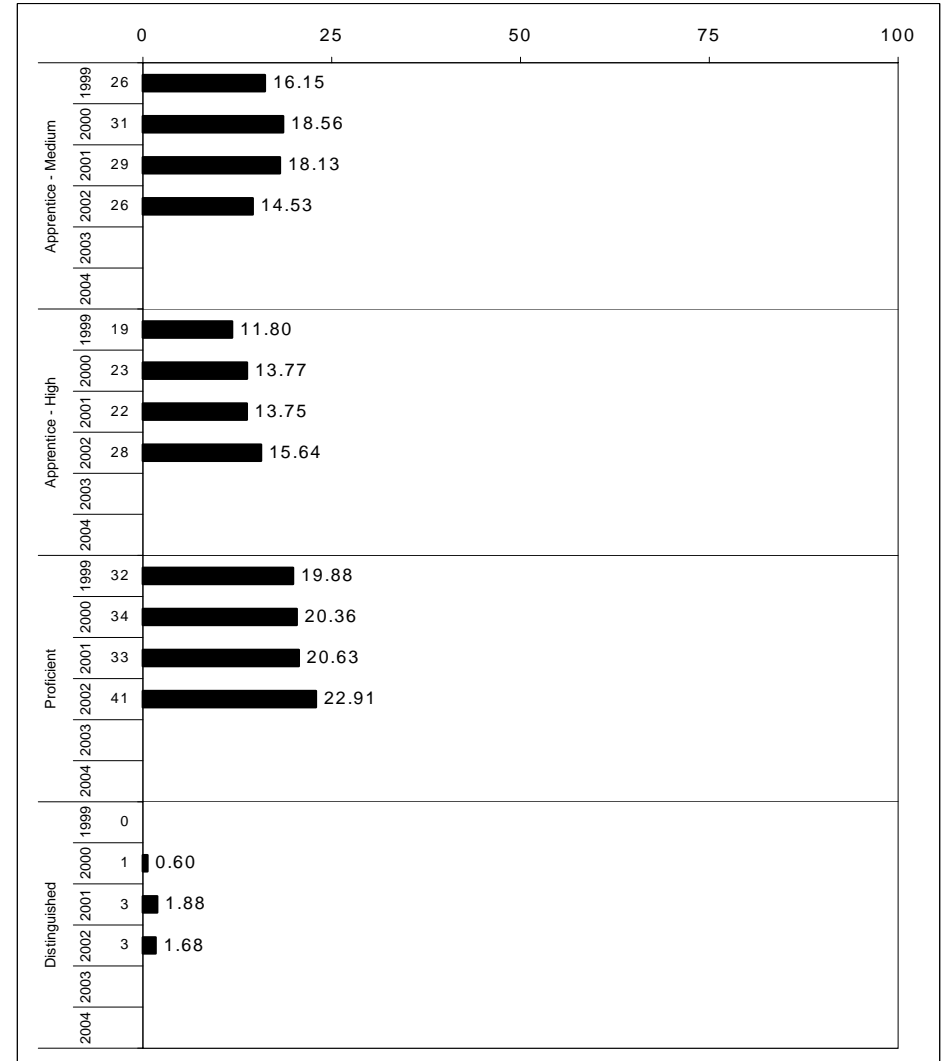
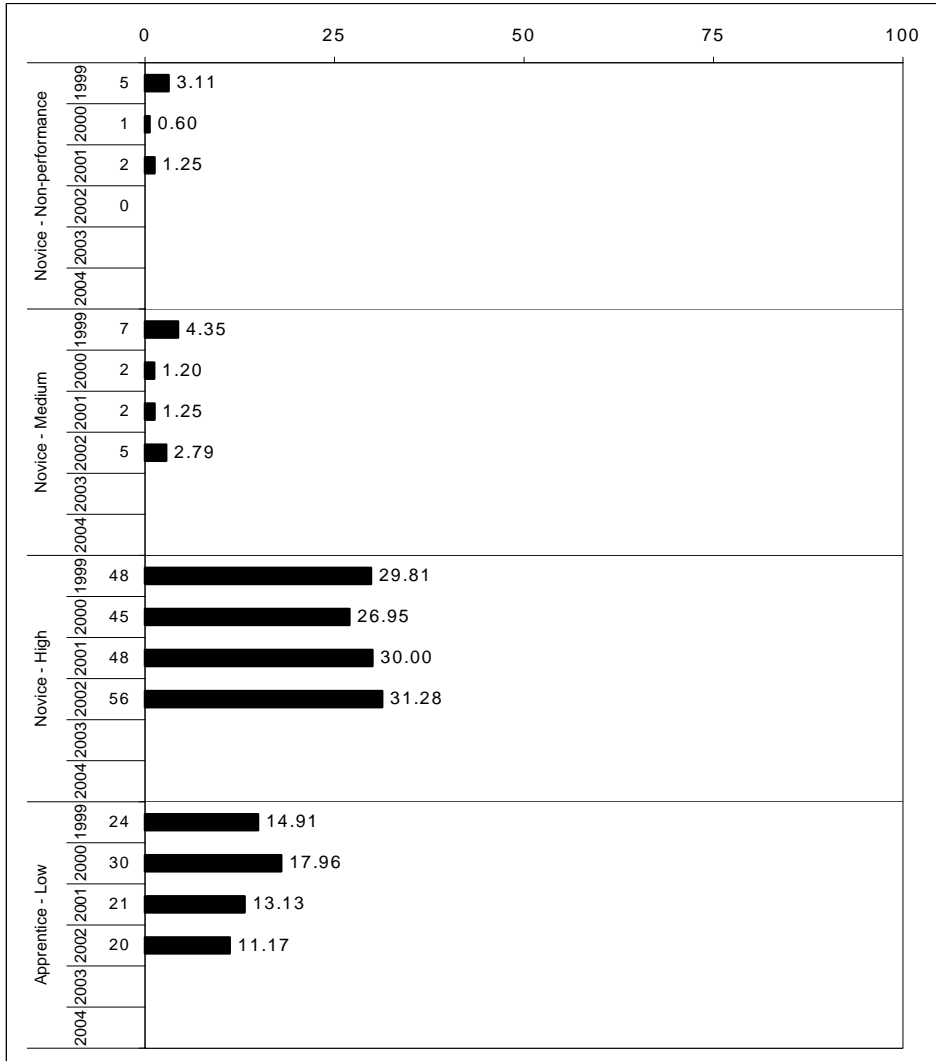
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				8	5%		843	15%	566 ( 1.3)	6,341	16%	575 ( 0.5)
Not Participating				168	95%	513 ( 3.5)	4,690	85%	516 ( 0.7)	33,829	84%	523 ( 0.3)
<i>Gap Participating vs Non-Participating</i>									50*			52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				60	34%	502 ( 6.4)	2,327	42%	507 ( 1.1)	11,677	29%	509 ( 0.5)
Not Approved (includes not coded)				116	66%	523 ( 3.9)	3,206	58%	536 ( 0.8)	28,493	71%	541 ( 0.3)
<i>Gap Approved vs Not Approved</i>						-21*			-29*			-32*
Vocational/Technical Education												
Plans to/completed 3 credits in career area				77	44%	506 ( 5.5)	2,435	44%	522 ( 1.0)	16,397	41%	528 ( 0.4)
Enrolled, student not concentrating				20	11%	526 ( 8.7)	1,147	21%	526 ( 1.4)	7,622	19%	529 ( 0.6)
Not Vocational/Technical Education				79	45%	523 ( 4.9)	1,951	35%	525 ( 1.3)	16,151	40%	536 ( 0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>						17*			3			8*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>						-3			-1			7*
Disability Status												
Students without Disabilities (includes not coded)				165	94%	521 ( 3.2)	5,130	93%	530 ( 0.6)	37,147	92%	537 ( 0.2)
Students with Disabilities				11	6%		403	7%	448 ( 3.1)	3,023	8%	461 ( 1.1)
Tested with Accommodations							260	5%	442 ( 3.9)	1,866	5%	452 ( 1.4)
Tested without Accommodations				11	6%		143	3%	459 ( 5.1)	1,157	3%	476 ( 1.9)
<i>Gap With vs Without</i>						-			-82*			-76*
Alternate Portfolio				3	2%		60	1%		344	1%	
Exemptions (On-Demand)												
Medical							13			87		
LEP							2			105		
Other							18			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 11



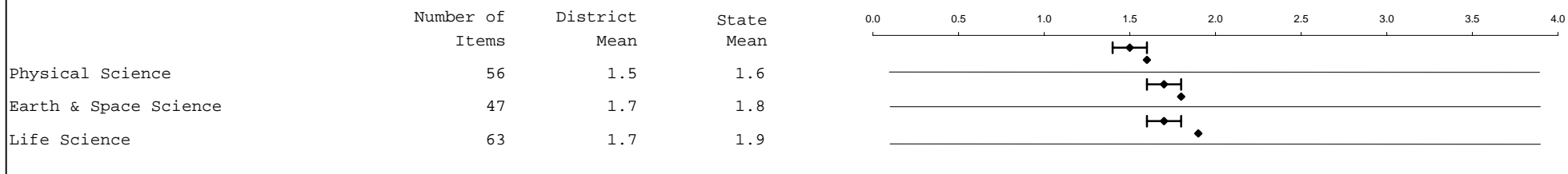
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SCIENCE SUB-DOMAIN

District: ADAIR CO  
Code: 001  
Grade: 11

SCIENCE SUB-DOMAIN MEAN SCORES



District: Top  
State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 11

OPEN RESPONSE	No. Items	DISTRICT										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Physical Science	13	376	2	26	31	26	11	3	1.3	0.1	86,195	2	25	28	29	14	4	1.4	-0.1		
1.1.x - Structure of Atoms	1	29	3	28	28	17	24	0	1.3	0.2	6,697	3	26	27	28	16	0	1.3	0.0		
1.2.x - Matter:Structure/Property	5	148	3	32	35	19	6	4	1.1	0.1	32,532	2	33	28	23	10	4	1.2	-0.1		
1.3.x - Chemical Reactions	3	88	2	8	33	48	9	0	1.6	0.1	19,986	2	10	25	46	16	3	1.7	-0.1		
1.4.x - Motion and Force	4	115	2	22	32	22	20	3	1.5	0.1	26,995	2	21	27	28	18	4	1.6	-0.1		
1.5.x - Conservation of Energy ...	1	28	0	25	39	29	7	0	1.2	0.2	6,657	2	20	35	28	12	3	1.4	-0.2		
1.6.x - Matter/Energy Interactions	1	28	4	43	21	25	0	7	1.0	0.2	6,657	2	30	33	26	8	2	1.1	-0.1		
2.x.x - Earth & Space Science	12	348	2	21	32	31	13	1	1.4	0.1	79,694	2	23	27	31	14	3	1.4	0.0		
2.1.x - Energy in the Earth System	6	177	3	22	23	39	12	1	1.4	0.1	39,668	2	20	25	35	15	3	1.5	-0.1		
2.2.x - Geochemical Cycles	1	31	0	23	32	16	23	6	1.6	0.2	6,632	2	21	26	28	18	6	1.6	0.0		
2.3.x - Earth Formation/Changes	5	142	0	18	32	33	17	0	1.5	0.1	32,894	2	20	25	33	16	5	1.6	-0.1		
2.4.x - Univ.'s Formation/Changes	2	56	2	21	48	25	4	0	1.1	0.1	13,470	1	31	33	25	8	2	1.1	0.0		
3.x.x - Life Science	16	466	2	17	30	33	15	3	1.5	0.1	105,837	2	17	26	32	18	5	1.6	-0.1		
3.1.x - The Cell	1	31	3	35	6	39	16	0	1.3	0.2	6,632	1	27	22	26	18	5	1.5	-0.2		
3.2.x - Behavior of Organisms	2	58	0	9	48	24	12	7	1.6	0.1	12,970	1	9	24	39	18	9	1.9	-0.3		
3.3.x - Heredity: Molecular Basis	3	87	5	31	32	25	6	1	1.0	0.1	20,026	3	28	32	23	11	3	1.2	-0.2		
3.4.x - Biological Change	3	87	1	22	39	28	8	2	1.3	0.1	19,667	2	21	35	29	12	2	1.4	-0.1		
3.5.x - Organisms Interdependence	8	233	1	10	26	38	20	4	1.8	0.1	53,214	2	13	23	34	22	6	1.8	0.0		
3.6.x - Energy in Living Systems	1	28	0	7	18	32	43	0	2.1	0.2	6,813	3	18	19	31	23	7	1.8	0.3		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Physical Science			43	1,450	49							51	0	0.49						0.01	331,637
1.1.x - Structure of Atoms	5	147	37	63	0	0.37	0.04	33,431	45	55	0	0.45	-0.08								
1.2.x - Matter:Structure/Property	15	555	48	52	0	0.48	0.02	125,889	54	46	0	0.54	-0.06								
1.3.x - Chemical Reactions	4	116	44	56	0	0.44	0.05	26,364	49	51	0	0.49	-0.05								
1.4.x - Motion and Force	8	228	63	37	0	0.63	0.03	52,945	58	42	0	0.58	0.05								
1.5.x - Conservation of Energy ...	13	463	48	52	0	0.48	0.02	105,953	52	48	0	0.52	-0.04								
1.6.x - Matter/Energy Interactions	5	203	43	57	0	0.43	0.04	46,027	47	53	0	0.47	-0.04								
2.x.x - Earth & Space Science	35	1,274	59	41	0	0.59	0.01	290,979	63	37	0	0.63	-0.04								
2.1.x - Energy in the Earth System	13	406	54	46	0	0.54	0.02	93,023	58	42	0	0.58	-0.04								
2.2.x - Geochemical Cycles	4	174	64	36	0	0.64	0.04	38,895	68	32	0	0.68	-0.04								
2.3.x - Earth Formation/Changes	14	493	60	40	0	0.60	0.02	112,954	66	34	0	0.66	-0.06								
2.4.x - Univ.'s Formation/Changes	7	289	63	37	0	0.63	0.03	66,093	61	39	0	0.61	0.02								
3.x.x - Life Science	47	1,626	52	48	0	0.52	0.01	371,689	56	44	0	0.56	-0.04								
3.1.x - The Cell	15	465	44	56	0	0.44	0.02	106,751	46	54	0	0.46	-0.02								
3.2.x - Behavior of Organisms	3	87	49	51	0	0.49	0.05	20,102	50	50	0	0.50	-0.01								
3.3.x - Heredity: Molecular Basis	9	291	42	58	0	0.42	0.03	66,028	50	50	0	0.50	-0.08								
3.4.x - Biological Change	11	406	49	51	0	0.49	0.02	92,943	57	43	0	0.57	-0.08								
3.5.x - Organisms Interdependence	12	436	64	36	0	0.64	0.02	99,593	63	37	0	0.63	0.01								
3.6.x - Energy in Living Systems	7	262	50	50	0	0.50	0.03	59,396	52	48	0	0.52	-0.02								

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>		
36 How many of the science questions tested things you learned in school	5	<b>3%</b>	(4%)	80	<b>45%</b>	(45%)	81	<b>46%</b>	(41%)	10	<b>6%</b>	(8%)	0	<b>0%</b>	(2%)
37 How well do you think you did on this test	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
	8	<b>5%</b>	(6%)	56	<b>32%</b>	(28%)	99	<b>56%</b>	(58%)	13	<b>7%</b>	(7%)	0	<b>0%</b>	(2%)
38 How hard did you try on this test	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
	0	<b>0%</b>	(2%)	15	<b>9%</b>	(8%)	38	<b>22%</b>	(25%)	123	<b>70%</b>	(63%)	0	<b>0%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>		
39 read from a textbook	6	<b>3%</b>	(8%)	27	<b>15%</b>	(19%)	32	<b>18%</b>	(17%)	63	<b>36%</b>	(29%)	47	<b>27%</b>	(26%)
40 read about science in magazines or books other than a textbook	28	<b>16%</b>	(29%)	71	<b>40%</b>	(34%)	47	<b>27%</b>	(19%)	26	<b>15%</b>	(11%)	4	<b>2%</b>	(5%)
41 work on worksheets	6	<b>3%</b>	(4%)	19	<b>11%</b>	(10%)	48	<b>27%</b>	(14%)	68	<b>39%</b>	(33%)	35	<b>20%</b>	(38%)
42 work with other students in pairs, small groups or teams	8	<b>5%</b>	(7%)	22	<b>13%</b>	(23%)	55	<b>31%</b>	(25%)	64	<b>36%</b>	(29%)	27	<b>15%</b>	(15%)
43 watch your teacher do a science demonstration	7	<b>4%</b>	(11%)	36	<b>20%</b>	(31%)	63	<b>36%</b>	(25%)	56	<b>32%</b>	(21%)	14	<b>8%</b>	(10%)
44 watch a video	19	<b>11%</b>	(13%)	101	<b>57%</b>	(50%)	34	<b>19%</b>	(21%)	21	<b>12%</b>	(10%)	1	<b>1%</b>	(4%)
45 use equipment like microscopes, computers and beakers in your investigations	5	<b>3%</b>	(13%)	51	<b>29%</b>	(38%)	53	<b>30%</b>	(23%)	53	<b>30%</b>	(18%)	14	<b>8%</b>	(7%)
46 design and conduct scientific investigations about things in which you are interested	32	<b>18%</b>	(31%)	63	<b>36%</b>	(35%)	39	<b>22%</b>	(17%)	36	<b>20%</b>	(11%)	5	<b>3%</b>	(4%)
47 design and conduct scientific investigations about things your teacher wants you to study	8	<b>5%</b>	(16%)	46	<b>26%</b>	(34%)	66	<b>38%</b>	(23%)	40	<b>23%</b>	(18%)	15	<b>9%</b>	(8%)
48 communicate (e.g.,draw,graph,write) about the design, procedures and results of your investigations	9	<b>5%</b>	(13%)	41	<b>23%</b>	(32%)	66	<b>38%</b>	(25%)	44	<b>25%</b>	(19%)	16	<b>9%</b>	(9%)
49 review and analyze your investigations and those of your friends	26	<b>15%</b>	(20%)	49	<b>28%</b>	(31%)	59	<b>34%</b>	(22%)	29	<b>16%</b>	(17%)	12	<b>7%</b>	(8%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

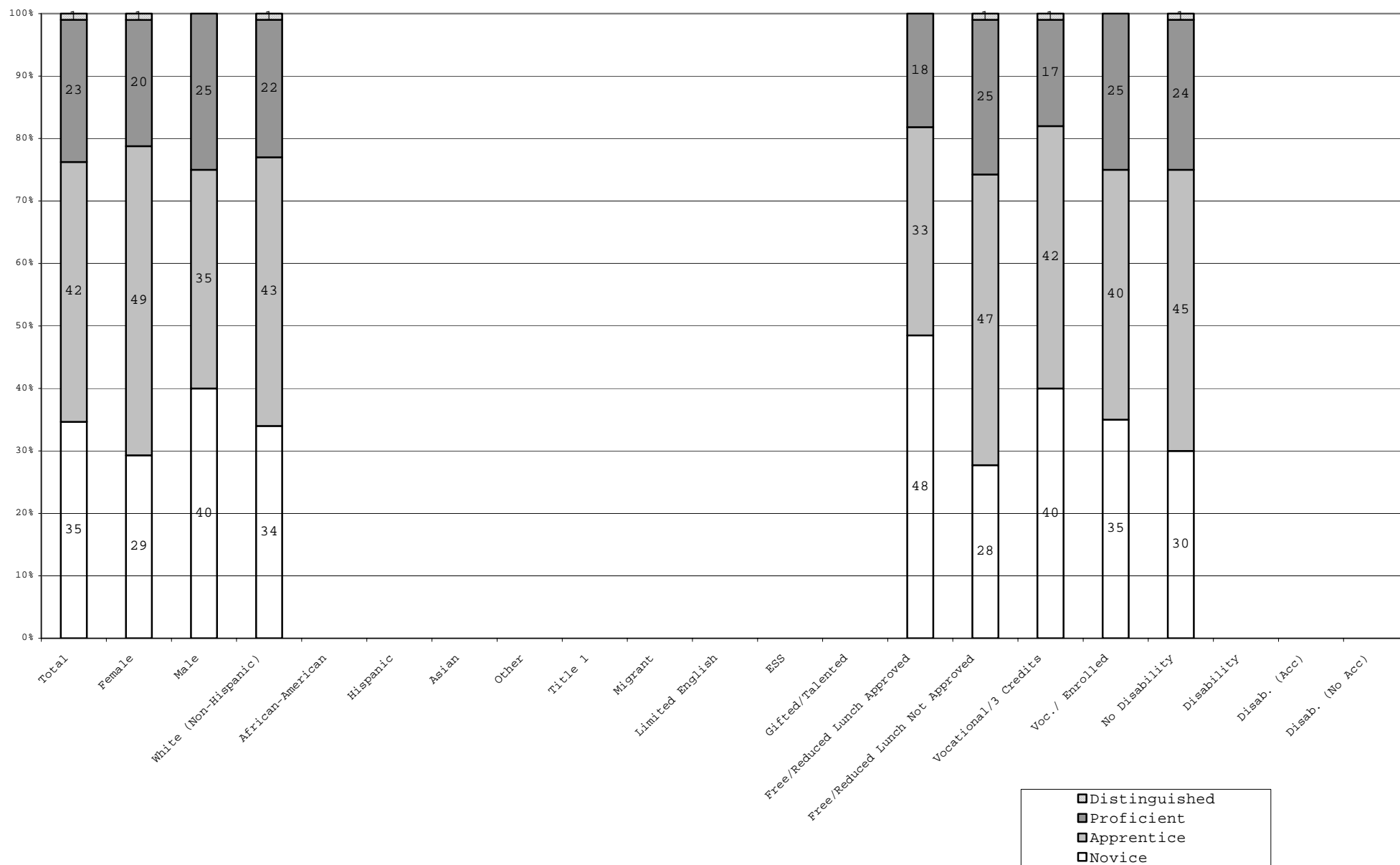
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 157

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SCIENCE DISAGGREGATION  
Performance Level Percents

District: ADAIR CO  
Code: 001  
Grade: 11

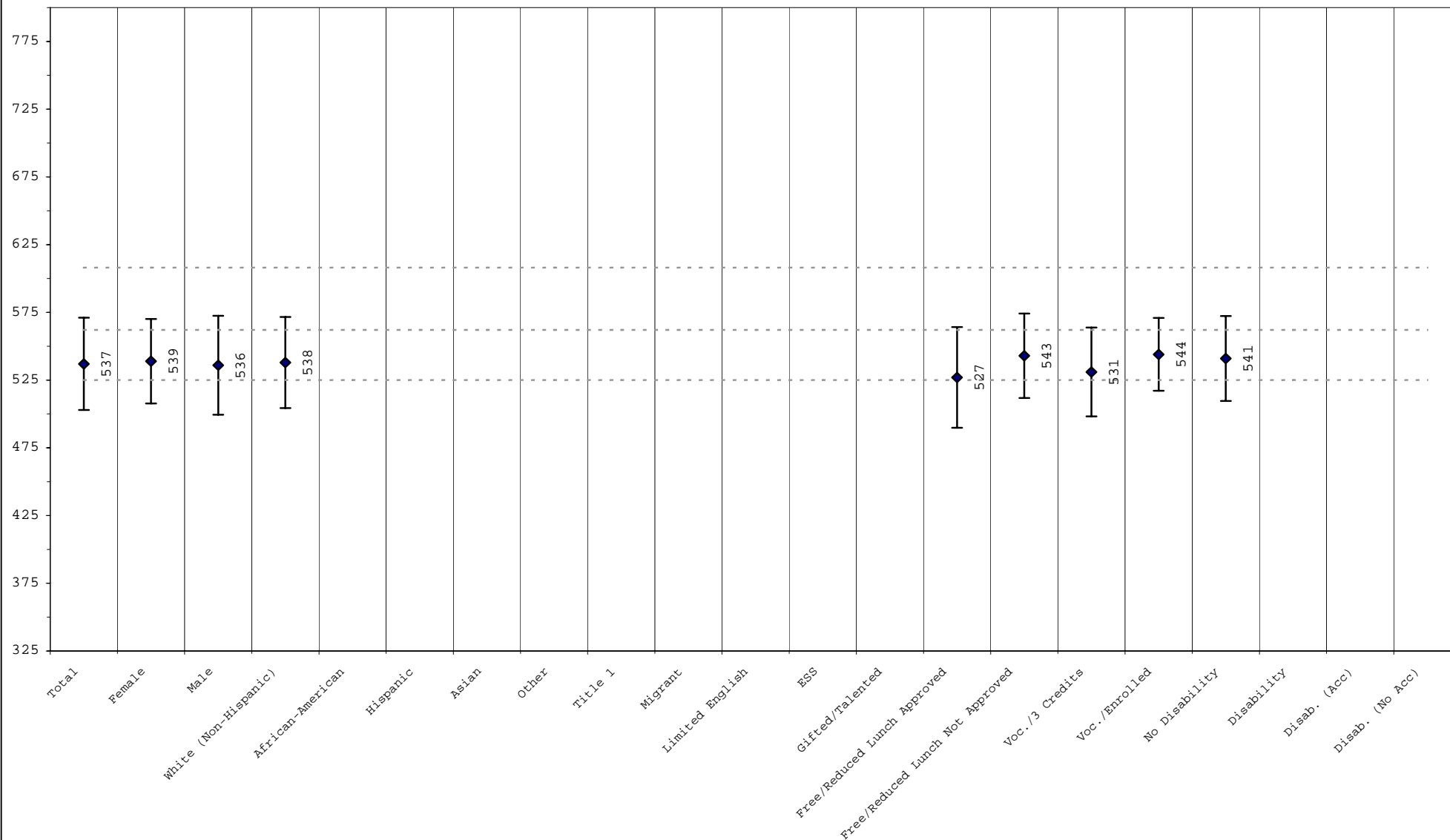


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				176		537 ( 2.6)	5,533		539 ( 0.6)	40,170		542 ( 0.2)
Gender:												
Female				83	47%	539 ( 3.4)	2,733	49%	538 ( 0.7)	20,033	50%	541 ( 0.3)
Male				93	53%	536 ( 3.8)	2,792	50%	539 ( 0.8)	20,100	50%	543 ( 0.3)
Gap Female vs Male						3			-1			-2*
Ethnicity												
White (Non-Hispanic)				166	94%	538 ( 2.6)	5,312	96%	539 ( 0.6)	35,552	89%	545 ( 0.2)
African-American				7	4%		111	2%	516 ( 4.4)	3,339	8%	513 ( 0.9)
Hispanic							16		562 ( 7.4)	307	1%	533 ( 2.8)
Asian				1	1%		18		566 ( 8.7)	324	1%	557 ( 2.4)
Other							56	1%	532 ( 7.3)	479	1%	536 ( 2.3)
Gap White vs African American									23*			32*
Gap White vs Hispanic									-23*			12*
Gap White vs Asian									-27*			-12*
Gap White vs Other									7			9*
Title I												
Participating Students							544	10%	536 ( 1.8)	4,306	11%	529 ( 0.7)
Not Participating				176	100%	537 ( 2.6)	4,989	90%	539 ( 0.6)	35,864	89%	543 ( 0.2)
Gap Participating vs Non-Participating									-3			-14*
Migrant Program												
Participating Students				1	1%		14		523 (18.4)	104		527 ( 4.7)
Not Participating				175	99%	537 ( 2.6)	5,519	100%	539 ( 0.6)	40,066	100%	542 ( 0.2)
Gap Participating vs Non-Participating									-16			-15*
Limited English Proficiency												
Participating Students							5			128		506 ( 4.7)
Not Participating				176	100%	537 ( 2.6)	5,528	100%	539 ( 0.6)	40,042	100%	542 ( 0.2)
Gap Participating vs Non-Participating												-36*
Extended School Services												
Participating Students				9	5%		508	9%	537 ( 1.7)	5,570	14%	540 ( 0.5)
Not Participating				167	95%	539 ( 2.6)	5,025	91%	539 ( 0.6)	34,600	86%	542 ( 0.2)
Gap Participating vs Non-Participating									-2			-2*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

District: ADAIR CO  
 Code: 001  
 Grade: 11

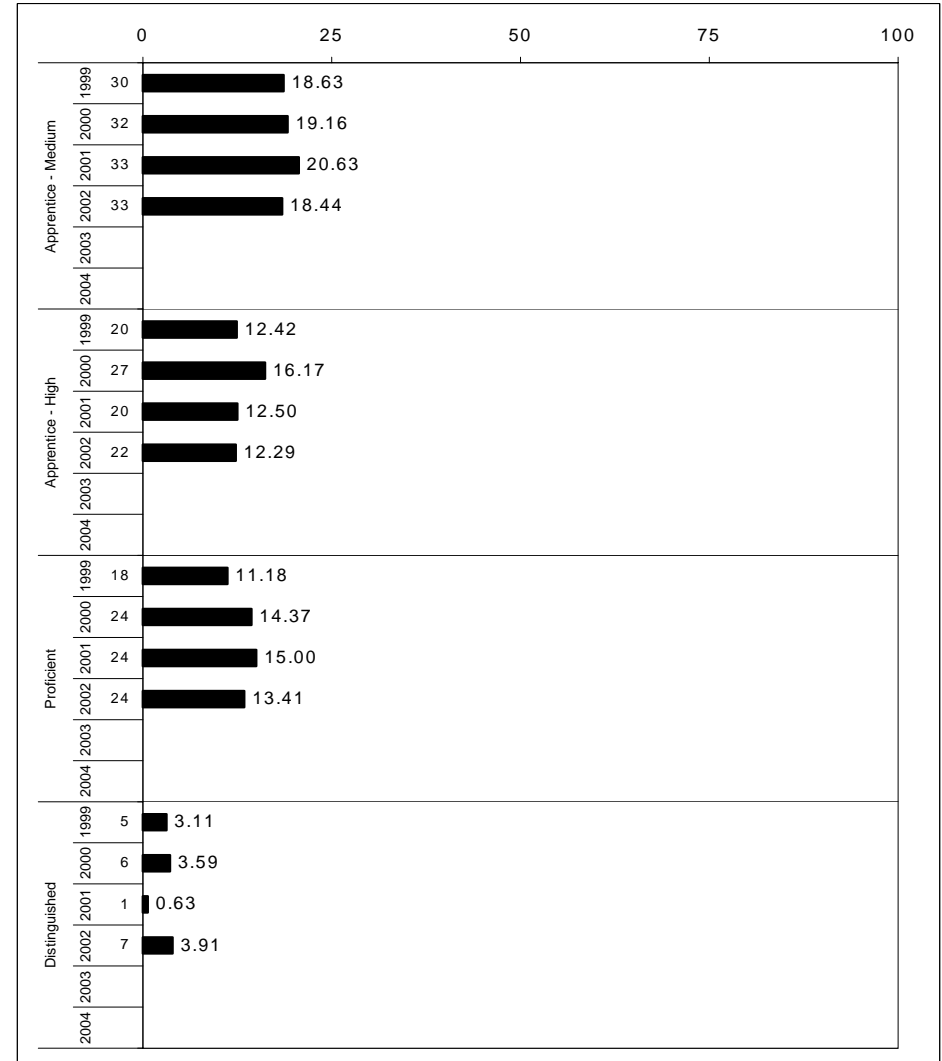
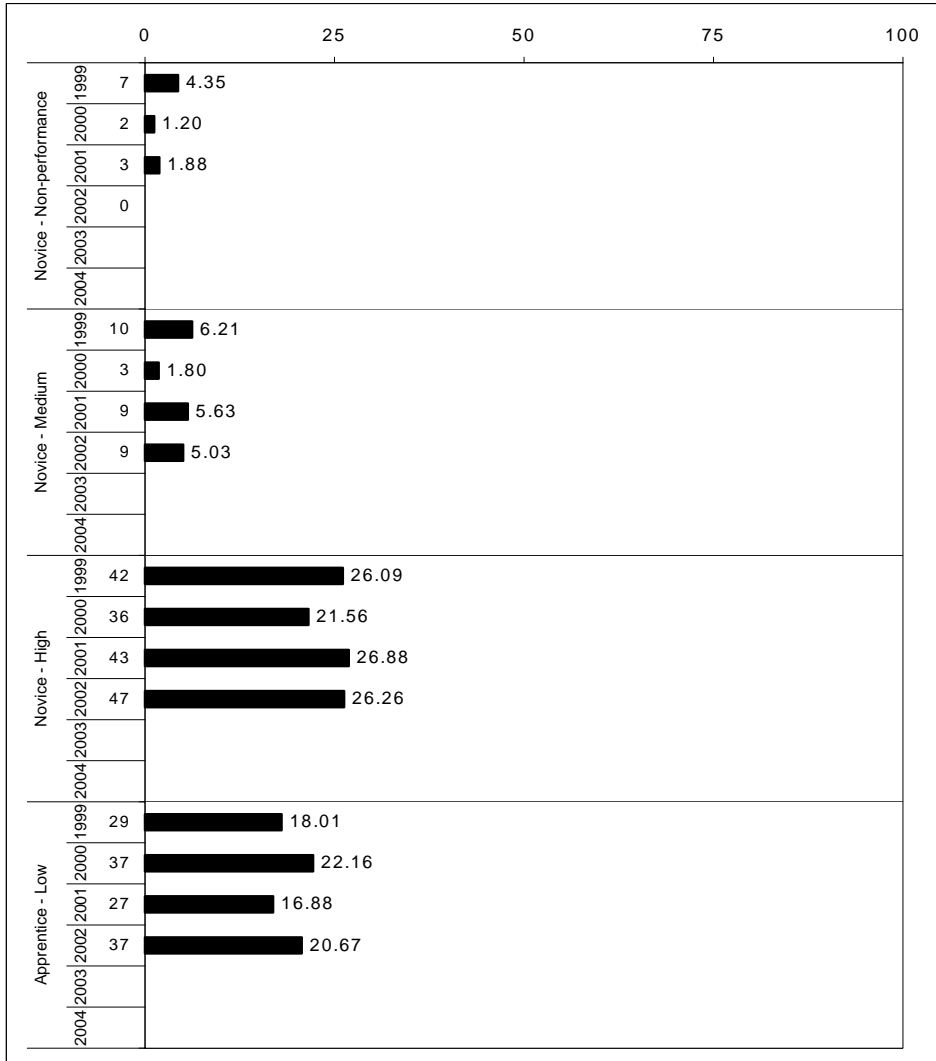
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				8	5%		843	15%	571 ( 1.0)	6,341	16%	575 ( 0.4)
Not Participating				168	95%	535 ( 2.6)	4,690	85%	533 ( 0.6)	33,829	84%	536 ( 0.2)
<i>Gap Participating vs Non-Participating</i>									38*			39*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				60	34%	527 ( 4.8)	2,327	42%	526 ( 0.9)	11,677	29%	525 ( 0.4)
Not Approved (includes not coded)				116	66%	543 ( 2.9)	3,206	58%	548 ( 0.7)	28,493	71%	549 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-16*			-22*			-24*
Vocational/Technical Education												
Plans to/completed 3 credits in career area				77	44%	531 ( 3.7)	2,435	44%	538 ( 0.7)	16,397	41%	539 ( 0.3)
Enrolled, student not concentrating				20	11%	544 ( 6.0)	1,147	21%	539 ( 1.1)	7,622	19%	541 ( 0.5)
Not Vocational/Technical Education				79	45%	542 ( 4.0)	1,951	35%	539 ( 1.1)	16,151	40%	545 ( 0.4)
<i>Gap Non-Voc/Tech vs 3 Credits</i>						11*			1			6*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>						-2						4*
Disability Status												
Students without Disabilities (includes not coded)				165	94%	541 ( 2.4)	5,130	93%	543 ( 0.5)	37,147	92%	546 ( 0.2)
Students with Disabilities				11	6%		403	7%	484 ( 2.6)	3,023	8%	492 ( 1.0)
Tested with Accommodations							260	5%	477 ( 3.1)	1,866	5%	485 ( 1.2)
Tested without Accommodations				11	6%		143	3%	497 ( 4.4)	1,157	3%	503 ( 1.6)
<i>Gap With vs Without</i>						-			-59*			-54*
Alternate Portfolio				3	2%		60	1%		344	1%	
Exemptions (On-Demand)												
Medical							13			87		
LEP							2			105		
Other							18			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 11



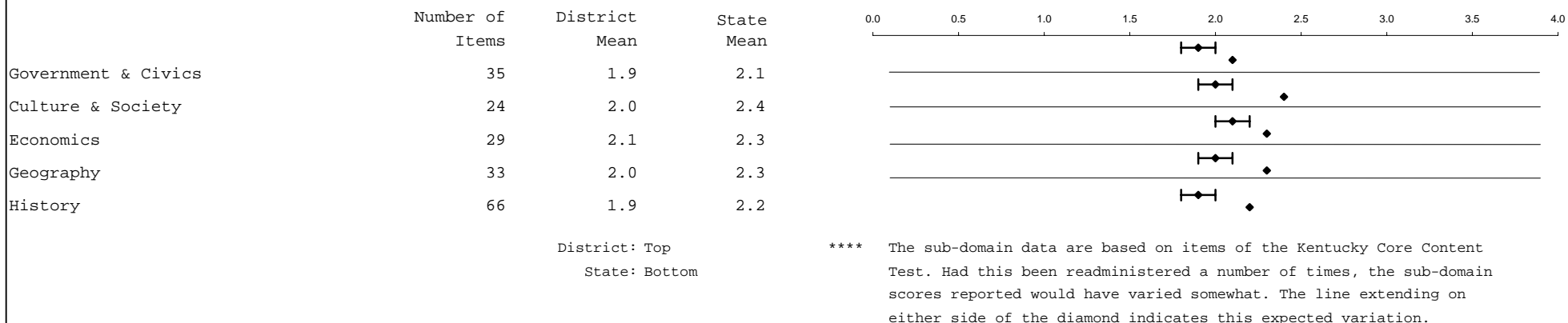
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 11

**SOCIAL STUDIES SUB-DOMAIN MEAN SCORES**



**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	No. Items	DISTRICT										STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
OPEN RESPONSE																					
1.x.x - Government & Civics	8	233	0	9	37	40	12	3	1.6	0.1	53,058	1	8	23	40	24	4	1.9	-0.3		
1.1.x - People Form Governments	4	114	0	12	32	40	11	4	1.6	0.1	26,284	1	8	23	39	24	5	1.9	-0.3		
1.2.x - Limited and Shared Power	0	0									0										
1.3.x - Citizen:Rights/Responsib.	5	147	0	6	39	41	13	1	1.6	0.1	33,072	1	8	22	40	24	5	1.9	-0.3		
2.x.x - Culture & Society	6	172	0	10	37	35	15	2	1.6	0.1	39,395	1	5	19	42	27	6	2.1	-0.5		
2.1.x - Culture is a System	2	56	0	13	27	41	18	2	1.7	0.1	12,955	1	6	20	41	26	6	2.0	-0.3		
2.2.x - Cultures Address Needs	0	0									0										
2.3.x - Social Institutions	1	31	0	6	35	39	16	3	1.7	0.2	6,632	1	3	16	45	27	7	2.2	-0.5		
2.4.x - Social Interactions	3	85	0	11	44	31	13	2	1.5	0.1	19,808	1	5	20	41	27	5	2.0	-0.5		
3.x.x - Economics	7	205	1	9	24	39	24	2	1.8	0.1	46,481	1	6	17	41	29	6	2.1	-0.3		
3.1.x - Economic Problem:Scarcity	3	86	2	16	24	40	16	1	1.6	0.1	19,783	2	10	19	38	26	5	1.9	-0.3		
3.2.x - Economic Sys./Institutions	0	0									0										
3.3.x - Market/Goods/Services	3	86	1	3	27	44	24	0	1.9	0.1	20,207	1	4	18	41	29	7	2.1	-0.2		
3.4.x - Produce/Distribute/Consume	2	61	0	5	21	34	33	7	2.1	0.1	13,304	1	4	12	42	34	7	2.3	-0.2		
4.x.x - Geography	7	204	1	6	37	37	15	4	1.7	0.1	46,441	1	5	21	42	26	5	2.0	-0.3		
4.1.x - Earth's Surface Patterns	1	31	0	3	39	42	13	3	1.7	0.2	6,632	1	3	21	42	29	5	2.1	-0.4		
4.2.x - Human/Phys. Char./Regions	2	56	2	2	39	45	13	0	1.7	0.1	12,955	1	3	24	45	22	4	2.0	-0.3		
4.3.x - Humans/Move ... Interact	3	89	0	7	44	33	12	4	1.6	0.1	20,117	2	7	22	39	26	5	2.0	-0.4		
4.4.x - Human/Environ. Interaction	2	59	2	8	24	37	22	7	1.9	0.1	13,369	1	3	15	45	29	7	2.2	-0.3		
5.x.x - History	15	432	1	11	35	35	16	2	1.6	0.0	99,306	2	8	24	39	23	5	1.9	-0.3		
5.1.x - History/Interpretive	6	171	1	12	35	35	17	1	1.6	0.1	39,870	2	7	23	38	25	6	2.0	-0.4		
5.2.x - History of United States	9	261	2	8	37	35	15	2	1.6	0.1	60,107	2	8	25	38	23	5	1.9	-0.3		
5.3.x - World History	3	84	0	11	44	37	8	0	1.4	0.1	19,768	2	9	26	39	20	4	1.8	-0.4		



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 11

MULTIPLE CHOICE	No.	DISTRICT						STATE					School -State
		No.	Percents				Std.	No.	Percents				
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult		
1.x.x - Government & Civics	27	955	60	40	0	0.60	0.02	218,497	66	34	0	0.66	-0.06
1.1.x - People Form Governments	19	666	60	40	0	0.60	0.02	151,733	67	33	0	0.67	-0.07
1.2.x - Limited and Shared Power	5	169	57	43	0	0.57	0.04	40,091	63	37	0	0.63	-0.06
1.3.x - Citizen:Rights/Responsib.	5	209	68	32	0	0.68	0.03	46,634	71	29	0	0.71	-0.03
2.x.x - Culture & Society	18	580	70	30	0	0.70	0.02	133,292	74	26	0	0.74	-0.04
2.1.x - Culture is a System	4	115	77	24	0	0.77	0.04	27,071	78	22	0	0.78	-0.01
2.2.x - Cultures Address Needs	5	201	76	24	0	0.76	0.03	46,607	78	22	0	0.78	-0.02
2.3.x - Social Institutions	2	57	77	23	0	0.77	0.06	12,995	75	25	0	0.75	0.02
2.4.x - Social Interactions	7	207	58	42	0	0.58	0.03	46,619	67	33	0	0.67	-0.09
3.x.x - Economics	22	752	64	36	0	0.64	0.02	171,875	69	31	0	0.69	-0.05
3.1.x - Economic Problem:Scarcity	2	60	53	47	0	0.53	0.06	13,329	58	42	0	0.57	-0.04
3.2.x - Economic Sys./Institutions	9	346	61	39	0	0.61	0.02	78,943	69	31	0	0.69	-0.08
3.3.x - Market/Goods/Services	6	176	69	31	0	0.69	0.03	39,189	72	28	0	0.72	-0.03
3.4.x - Produce/Distribute/Consume	6	201	71	29	0	0.71	0.03	47,046	72	28	0	0.72	-0.01
4.x.x - Geography	26	926	67	33	0	0.67	0.01	212,395	71	29	0	0.71	-0.04
4.1.x - Earth's Surface Patterns	5	206	68	32	0	0.68	0.03	46,285	71	29	0	0.71	-0.03
4.2.x - Human/Phys. Char./Regions	9	259	53	47	0	0.53	0.03	59,871	64	36	0	0.64	-0.11
4.3.x - Humans/Move ... Interact	5	175	65	35	0	0.65	0.04	39,809	65	35	0	0.65	0.00
4.4.x - Human/Environ. Interaction	11	403	73	27	0	0.73	0.02	93,113	75	25	0	0.75	-0.02
5.x.x - History	51	1,684	62	38	0	0.62	0.01	384,514	66	34	0	0.66	-0.04
5.1.x - History/Interpretive	7	286	64	36	0	0.64	0.03	66,629	68	32	0	0.68	-0.04
5.2.x - History of United States	31	1,011	63	37	0	0.63	0.01	232,562	66	34	0	0.66	-0.03
5.3.x - World History	19	640	60	40	0	0.60	0.02	145,385	66	35	0	0.65	-0.05



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	5	<b>3%</b>	(2%)	57	<b>32%</b>	(28%)	96	<b>55%</b>	(53%)	16	<b>9%</b>	(15%)	2	<b>1%</b>	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	6	<b>3%</b>	(3%)	24	<b>14%</b>	(14%)	127	<b>72%</b>	(64%)	15	<b>9%</b>	(16%)	4	<b>2%</b>	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	2	<b>1%</b>	(2%)	12	<b>7%</b>	(7%)	48	<b>27%</b>	(23%)	113	<b>64%</b>	(66%)	1	<b>1%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 do you read from a textbook	9	<b>5%</b>	(4%)	31	<b>18%</b>	(14%)	29	<b>16%</b>	(14%)	59	<b>34%</b>	(30%)	47	<b>27%</b>	(36%)
40 do you work on worksheets	9	<b>5%</b>	(6%)	25	<b>14%</b>	(14%)	47	<b>27%</b>	(18%)	73	<b>41%</b>	(35%)	21	<b>12%</b>	(26%)
41 do you use materials other than a textbook or worksheets	16	<b>9%</b>	(12%)	57	<b>32%</b>	(27%)	44	<b>25%</b>	(25%)	40	<b>23%</b>	(22%)	18	<b>10%</b>	(12%)
42 do you work with other students in pairs, small groups or teams	38	<b>22%</b>	(11%)	63	<b>36%</b>	(33%)	30	<b>17%</b>	(24%)	30	<b>17%</b>	(21%)	14	<b>8%</b>	(8%)
43 do you discuss current issues and topics	7	<b>4%</b>	(5%)	27	<b>15%</b>	(14%)	38	<b>22%</b>	(18%)	49	<b>28%</b>	(27%)	54	<b>31%</b>	(34%)
44 do you watch a video or television program	9	<b>5%</b>	(6%)	90	<b>51%</b>	(41%)	46	<b>26%</b>	(26%)	27	<b>15%</b>	(16%)	3	<b>2%</b>	(7%)
45 is instruction organized around essential questions	13	<b>7%</b>	(8%)	39	<b>22%</b>	(19%)	47	<b>27%</b>	(21%)	48	<b>27%</b>	(28%)	28	<b>16%</b>	(22%)
46 does your teacher give you a scoring guide for an assignment before you begin the assignment	58	<b>33%</b>	(25%)	51	<b>29%</b>	(31%)	26	<b>15%</b>	(15%)	20	<b>11%</b>	(14%)	20	<b>11%</b>	(12%)
47 do you answer open-response items	24	<b>14%</b>	(10%)	86	<b>49%</b>	(45%)	36	<b>20%</b>	(23%)	25	<b>14%</b>	(14%)	2	<b>1%</b>	(6%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

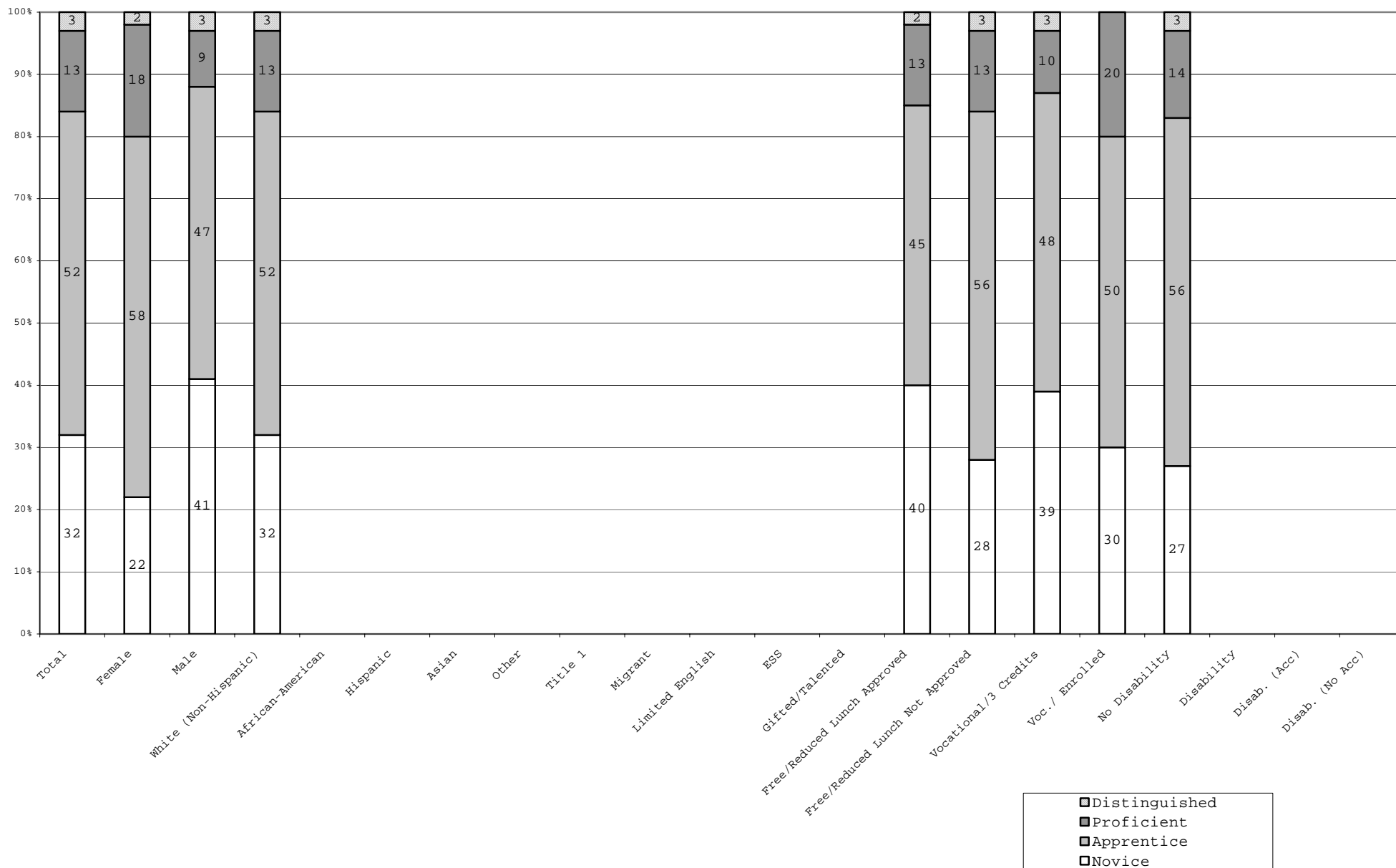
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

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SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SOCIAL STUDIES DISAGGREGATION  
Performance Level Percents

District: ADAIR CO  
Code: 001  
Grade: 11

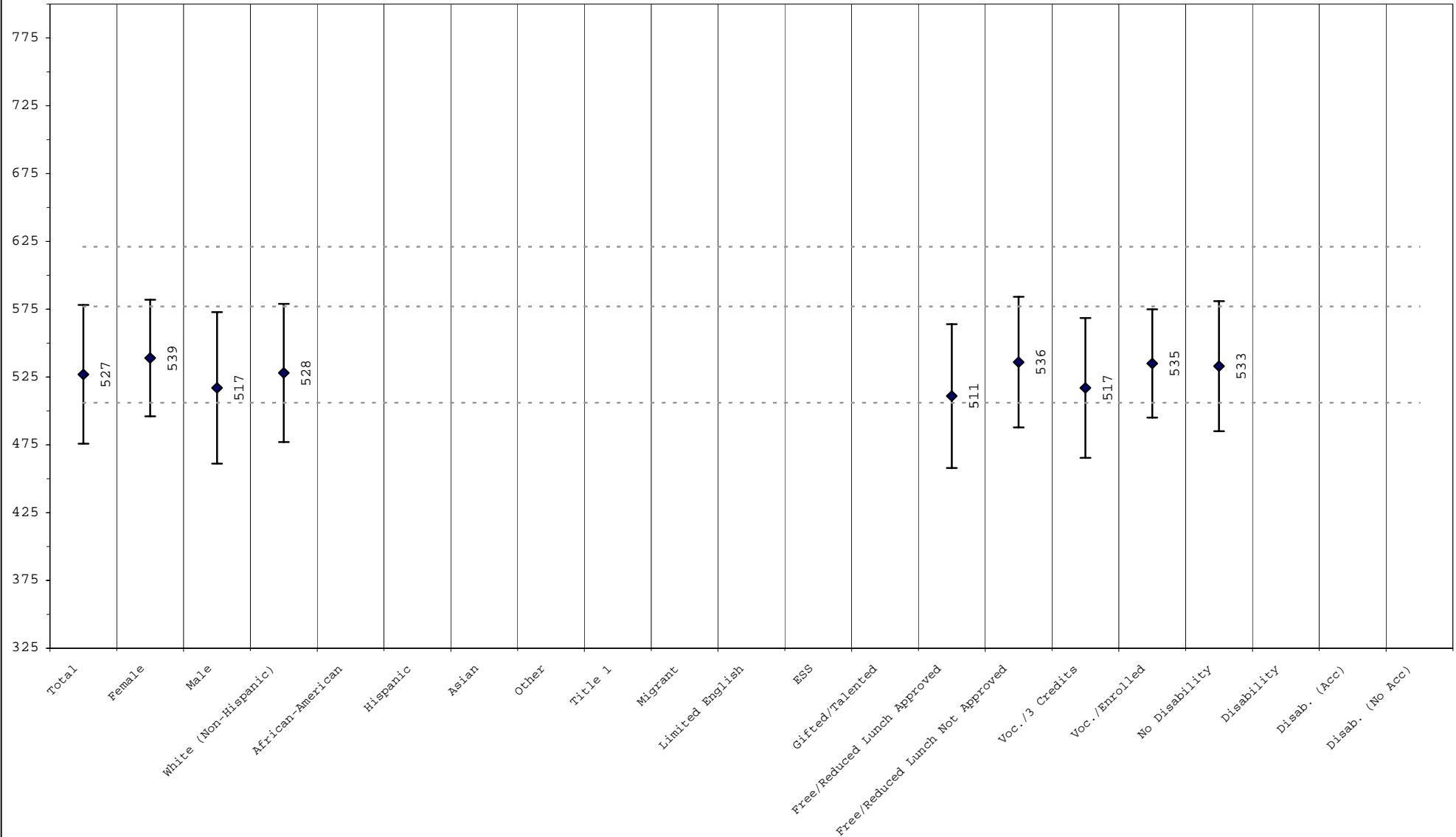


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				176		527 ( 3.9)	5,533		540 ( 0.8)	40,170		547 ( 0.3)
Gender:												
Female				83	47%	539 ( 4.7)	2,733	49%	547 ( 1.1)	20,033	50%	554 ( 0.4)
Male				93	53%	517 ( 5.8)	2,792	50%	534 ( 1.1)	20,100	50%	541 ( 0.4)
Gap Female vs Male						22*			13*			13*
Ethnicity												
White (Non-Hispanic)				166	94%	528 ( 4.0)	5,312	96%	541 ( 0.8)	35,552	89%	550 ( 0.3)
African-American				7	4%		111	2%	519 ( 5.5)	3,339	8%	518 ( 1.1)
Hispanic							16		572 (13.4)	307	1%	538 ( 3.8)
Asian				1	1%		18		590 ( 9.4)	324	1%	575 ( 3.7)
Other							56	1%	533 ( 8.3)	479	1%	542 ( 3.0)
Gap White vs African American									22*			32*
Gap White vs Hispanic									-31*			12*
Gap White vs Asian									-49*			-25*
Gap White vs Other									8			8*
Title I												
Participating Students							544	10%	540 ( 2.6)	4,306	11%	529 ( 0.9)
Not Participating				176	100%	527 ( 3.9)	4,989	90%	540 ( 0.8)	35,864	89%	549 ( 0.3)
Gap Participating vs Non-Participating												-20*
Migrant Program												
Participating Students				1	1%		14		520 (23.4)	104		517 ( 5.7)
Not Participating				175	99%	527 ( 3.9)	5,519	100%	540 ( 0.8)	40,066	100%	547 ( 0.3)
Gap Participating vs Non-Participating									-20			-30*
Limited English Proficiency												
Participating Students							5			128		506 ( 5.4)
Not Participating				176	100%	527 ( 3.9)	5,528	100%	540 ( 0.8)	40,042	100%	547 ( 0.3)
Gap Participating vs Non-Participating												-41*
Extended School Services												
Participating Students				9	5%		508	9%	536 ( 2.3)	5,570	14%	544 ( 0.8)
Not Participating				167	95%	529 ( 3.8)	5,025	91%	541 ( 0.8)	34,600	86%	548 ( 0.3)
Gap Participating vs Non-Participating									-5*			-4*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

District: ADAIR CO  
 Code: 001  
 Grade: 11

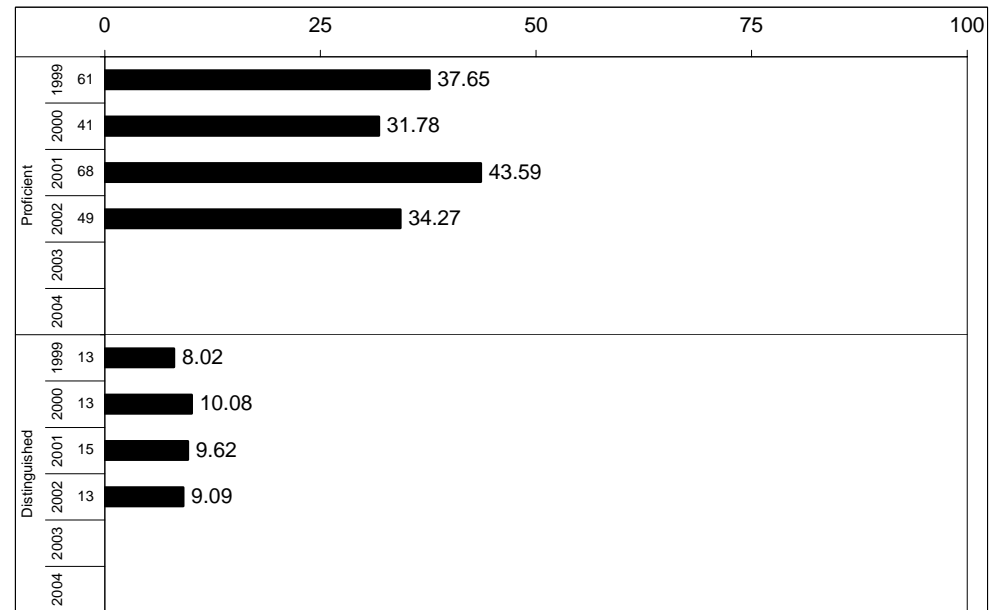
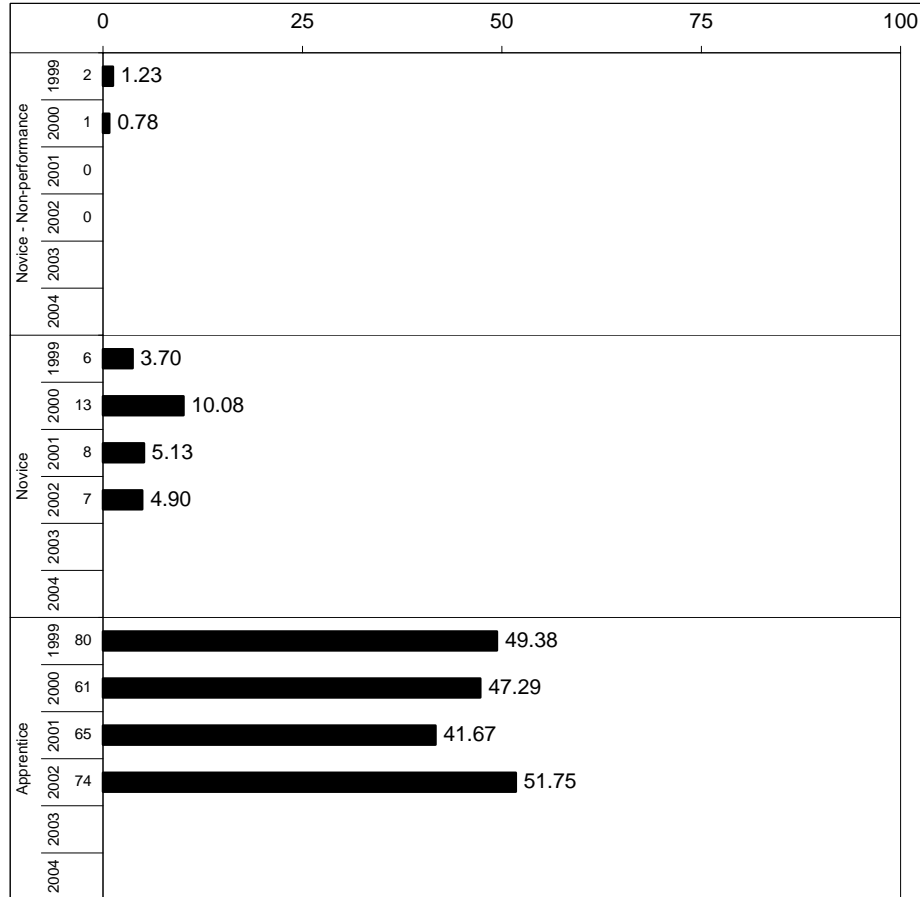
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				8	5%		843	15%	591 ( 1.7)	6,341	16%	599 ( 0.6)
Not Participating				168	95%	523 ( 3.6)	4,690	85%	531 ( 0.8)	33,829	84%	538 ( 0.3)
<i>Gap Participating vs Non-Participating</i>									60*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				60	34%	511 ( 6.8)	2,327	42%	521 ( 1.1)	11,677	29%	521 ( 0.5)
Not Approved (includes not coded)				116	66%	536 ( 4.5)	3,206	58%	554 ( 1.0)	28,493	71%	558 ( 0.3)
<i>Gap Approved vs Not Approved</i>						-25*			-33*			-37*
Vocational/Technical Education												
Plans to/completed 3 credits in career area				77	44%	517 ( 5.9)	2,435	44%	539 ( 1.1)	16,397	41%	542 ( 0.4)
Enrolled, student not concentrating				20	11%	535 ( 8.9)	1,147	21%	541 ( 1.6)	7,622	19%	544 ( 0.7)
Not Vocational/Technical Education				79	45%	536 ( 5.8)	1,951	35%	541 ( 1.5)	16,151	40%	553 ( 0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>						19*			2			11*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>						1						9*
Disability Status												
Students without Disabilities (includes not coded)				165	94%	533 ( 3.7)	5,130	93%	546 ( 0.7)	37,147	92%	553 ( 0.3)
Students with Disabilities				11	6%		403	7%	464 ( 2.5)	3,023	8%	474 ( 1.0)
Tested with Accommodations							260	5%	456 ( 2.9)	1,866	5%	465 ( 1.2)
Tested without Accommodations				11	6%		143	3%	478 ( 4.6)	1,157	3%	489 ( 1.7)
<i>Gap With vs Without</i>						-			-82*			-79*
Alternate Portfolio				3	2%		60	1%		344	1%	
Exemptions (On-Demand)												
Medical							13			87		
LEP							2			105		
Other							18			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 12

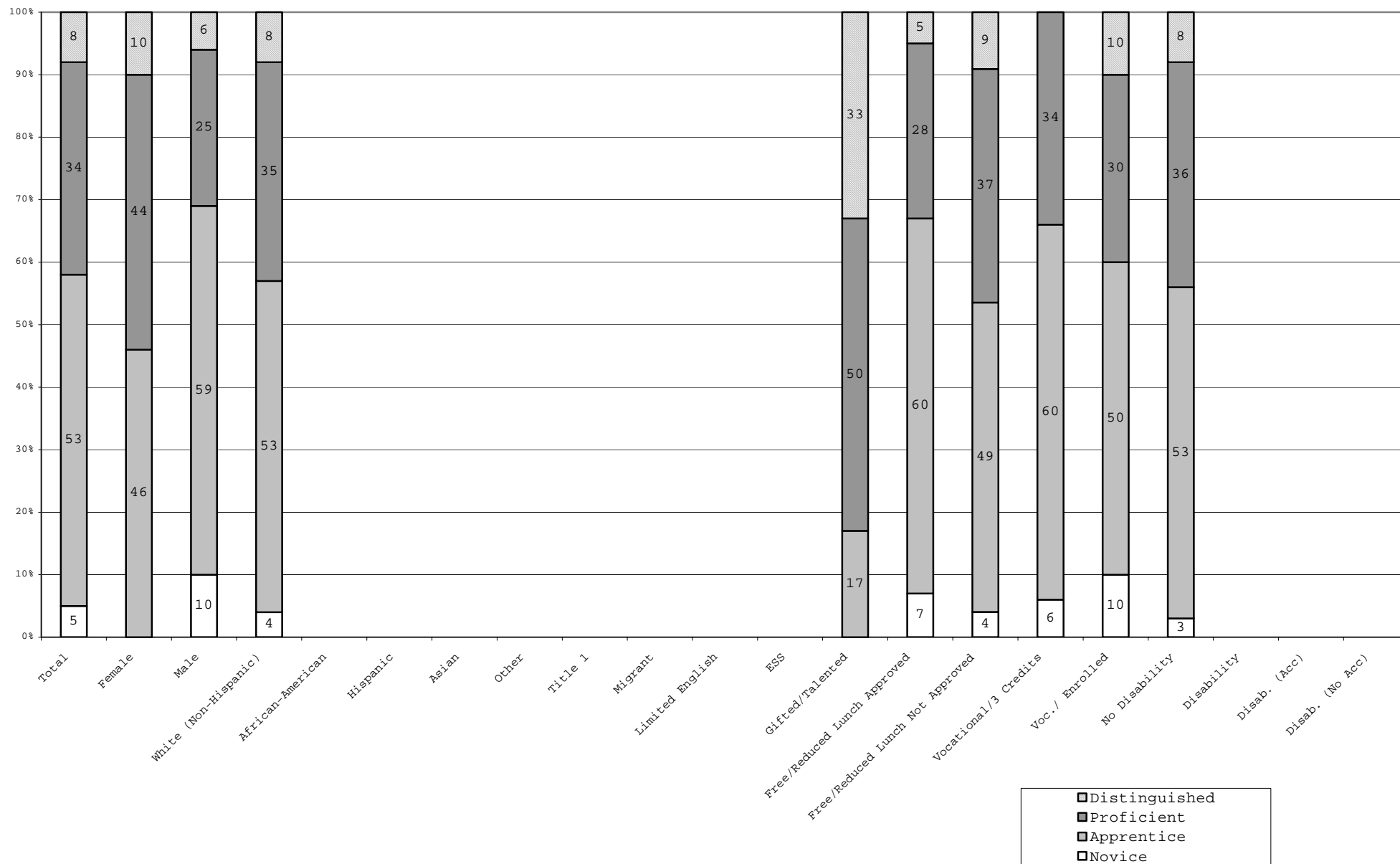


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 12



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**WRITING PORTFOLIO**

District: ADAIR CO  
 Code: 001  
 Grade: 12

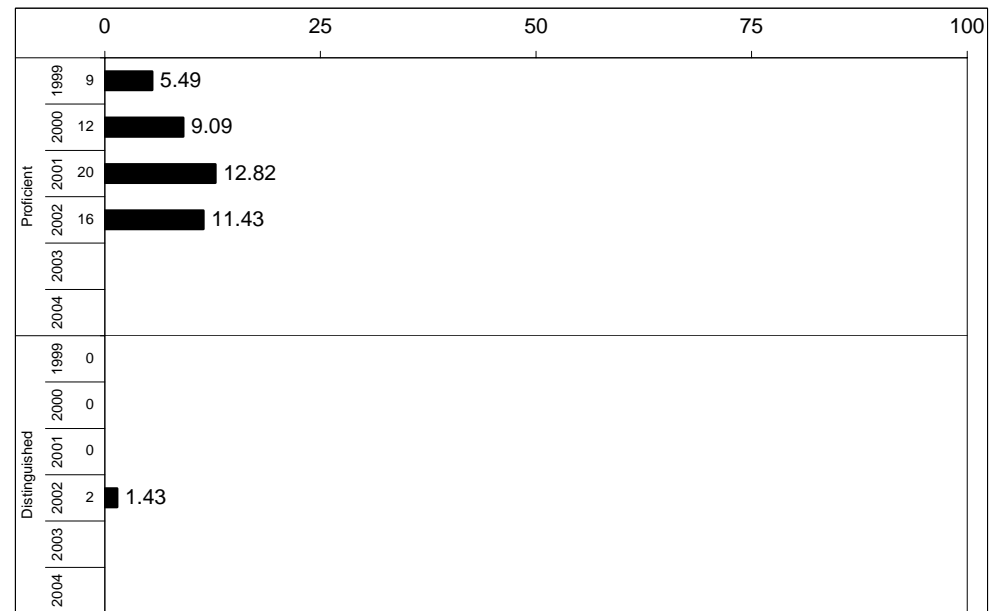
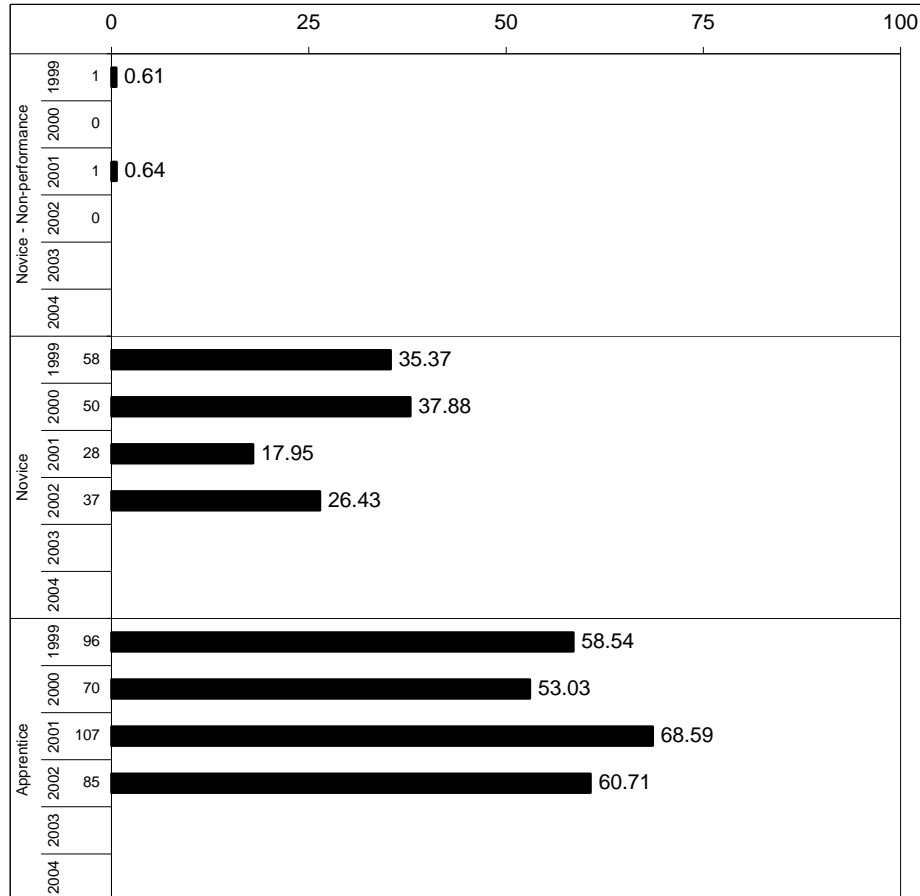
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total			140		4,928		37,087	
Gender:								
Female			71	51	2,562	52	18,966	51
Male			69	49	2,359	48	18,059	49
Ethnicity								
White (Non-Hispanic)			136	97	4,727	96	32,618	88
African-American			3	2	93	2	3,222	9
Hispanic					21		279	1
Asian					16		346	1
Other			1	1	47	1	436	1
Title I					521	11	3,832	10
Migrant Program					6		62	
Limited English Proficiency					5		182	
Extended School Services			3	2	441	9	4,070	11
Gifted and Talented Program			12	9	788	16	5,481	15
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals			43	31	1,854	38	9,480	26
Not Approved (includes not coded)			97	69	3,074	62	27,607	74
Vocational/Technical Education								
Plans to/completed 3 credits in career area			65	46	2,252	46	15,947	43
Enrolled, student not concentrating			10	7	1,081	22	7,434	20
Disability Status								
Students without Disabilities (includes not coded)			132	94	4,654	94	34,788	94
Students with Disabilities			8	6	274	6	2,299	6
Tested with Accommodations			1	1	163	3	1,262	3
Tested without Accommodations			7	5	111	2	1,037	3
Alternate Portfolio			3	2%	60	1%	344	1%
Exemptions (Portfolio)								
Medical							17	
LEP					1		47	
Other					49		336	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING TREND DATA**  
**Number and Percent**

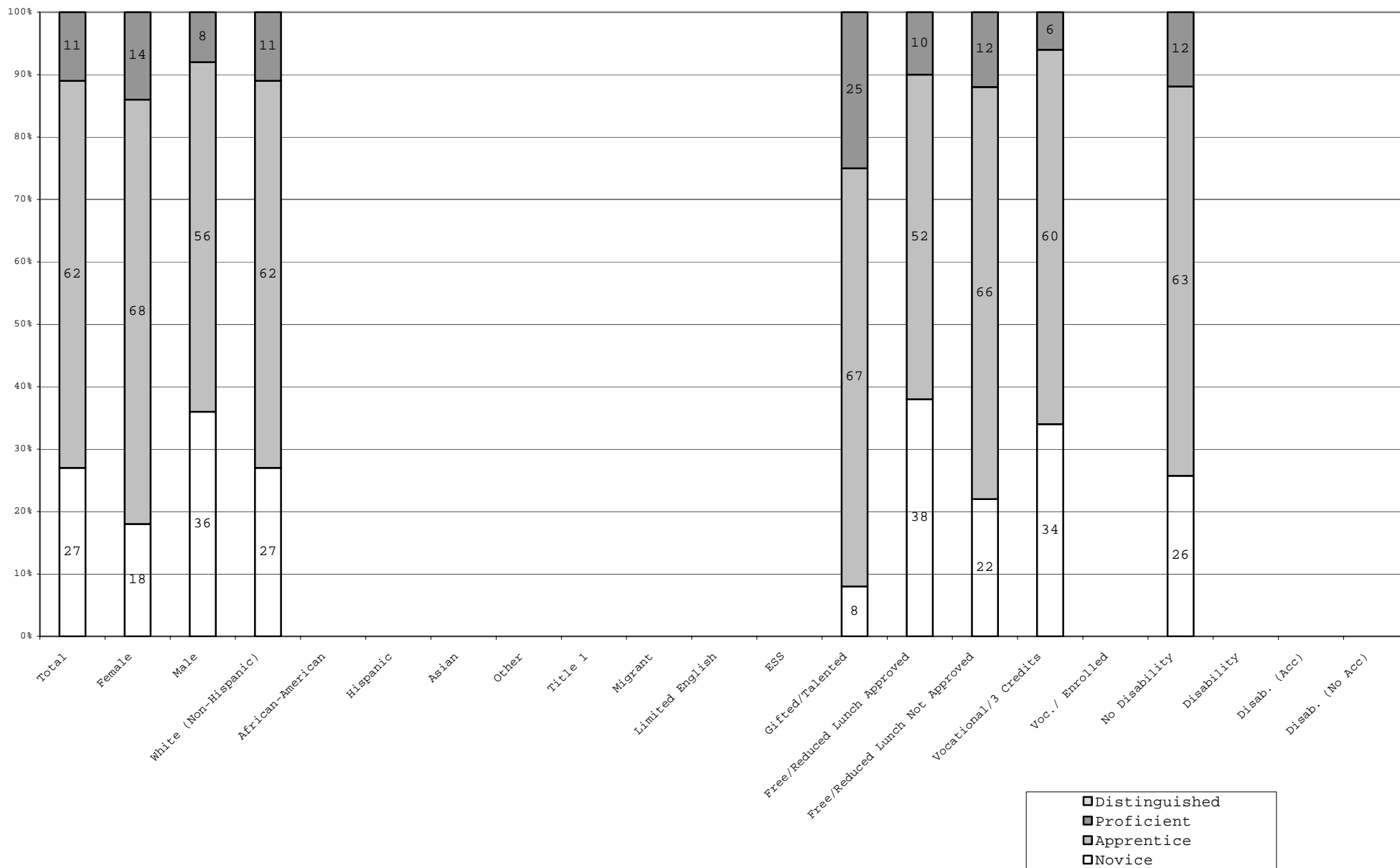
District: ADAIR CO  
 Code: 001  
 Grade: 12





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 12



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**ON-DEMAND WRITING**

District: ADAIR CO  
 Code: 001  
 Grade: 12

	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total			137		4,927		36,950	
Gender:								
Female			71	52%	2,563	52%	18,869	51%
Male			66	48%	2,357	48%	18,028	49%
Ethnicity								
White (Non-Hispanic)			133	97%	4,725	96%	32,540	88%
African-American			3	2%	93	2%	3,174	9%
Hispanic					21		278	1%
Asian					16		347	1%
Other			1	1%	48	1%	440	1%
Title I					521	11%	3,798	10%
Migrant Program					6		63	
Limited English Proficiency					5		166	
Extended School Services			2	1%	437	9%	4,063	11%
Gifted and Talented Program			12	9%	789	16%	5,486	15%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals			42	31%	1,859	38%	9,522	26%
Not Approved (includes not coded)			95	69%	3,068	62%	27,428	74%
Vocational/Technical Education								
Plans to/completed 3 credits in career area			65	47%	2,262	46%	15,918	43%
Enrolled, student not concentrating			9	7%	1,079	22%	7,454	20%
Disability Status								
Students without Disabilities (includes not coded)			129	94%	4,649	94%	34,638	94%
Students with Disabilities			8	6%	278	6%	2,312	6%
Tested with Accommodations			1	1%	166	3%	1,277	3%
Tested without Accommodations			7	5%	112	2%	1,035	3%
Alternate Portfolio			3	2%	60	1%	344	1%
Exemptions (On-Demand)								
Medical							42	
LEP					1		58	
Other					39		161	

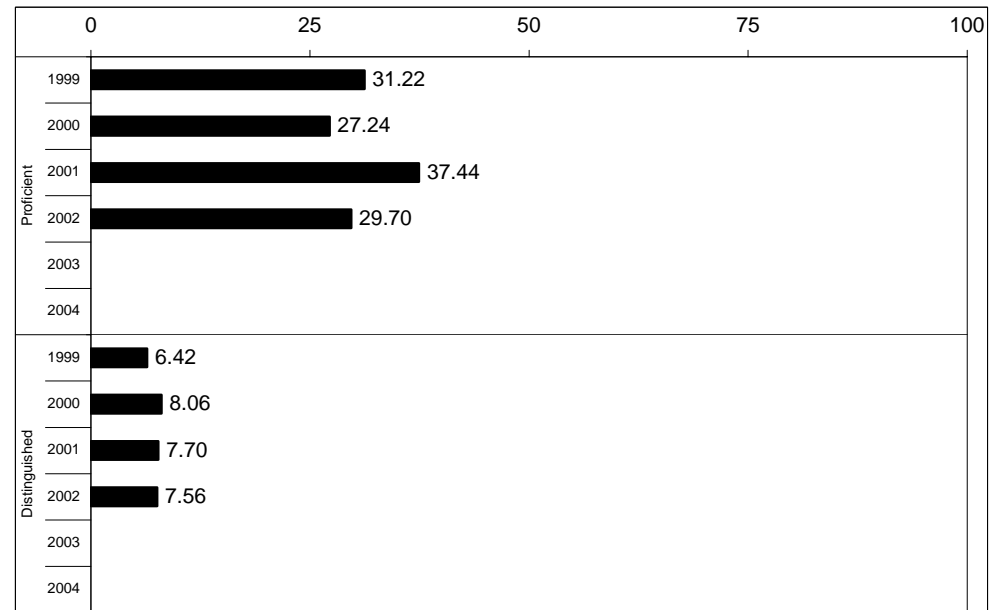
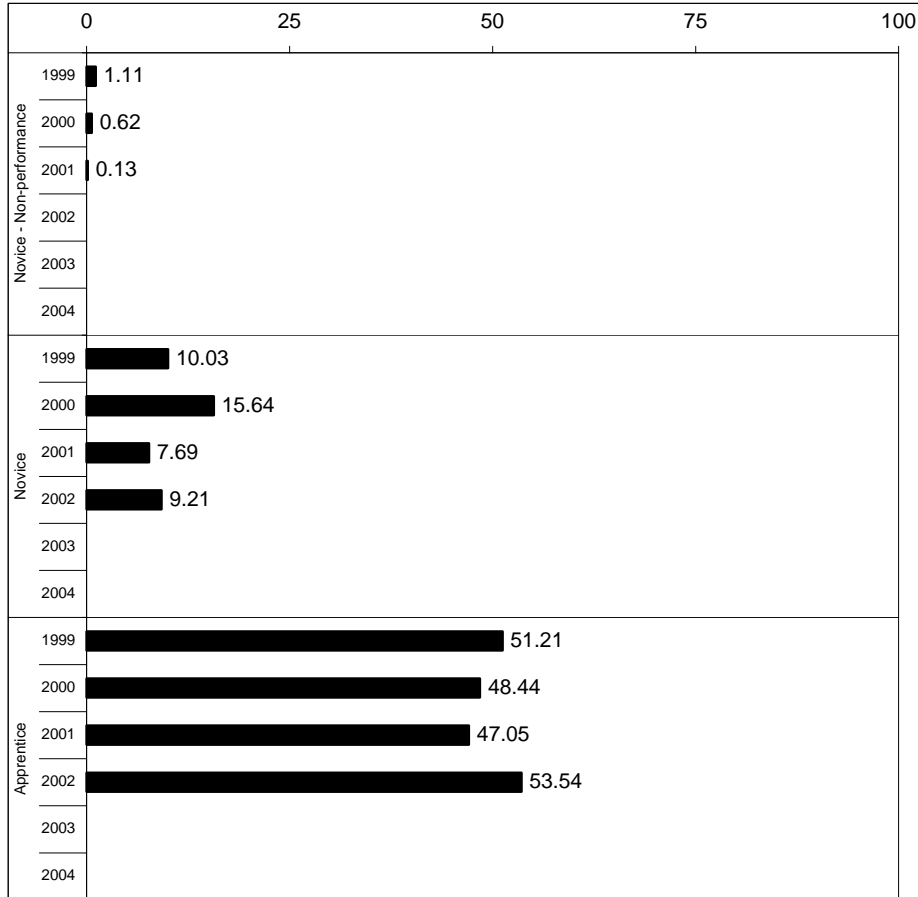
Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**TOTAL WRITING TREND DATA**  
**Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 12





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 12

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>														
01 How well do you think you did on this test		0	0%	(1%)	9	7%	(5%)	97	71%	(69%)	26	19%	(18%)	5	4%	(8%)												
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>														
02 How hard did you try on this test		1	1%	(1%)	3	2%	(5%)	29	21%	(24%)	99	72%	(62%)	5	4%	(8%)												
		<u>Sometimes but</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>														
03 How often have you written in the forms (e.g.,letter,article,editorial,speech) asked for on the On-Demand section of this test		<u>Never</u>	2	1%	(5%)	<u>Not Every Week</u>	80	58%	(58%)	35	26%	(16%)	12	9%	(11%)	3	2%	(3%)	5	4%	(8%)							
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>																				
04 Did you keep a working writing folder before this school year		100			73%			(81%)			29			21%			(10%)			8			6%			(8%)		

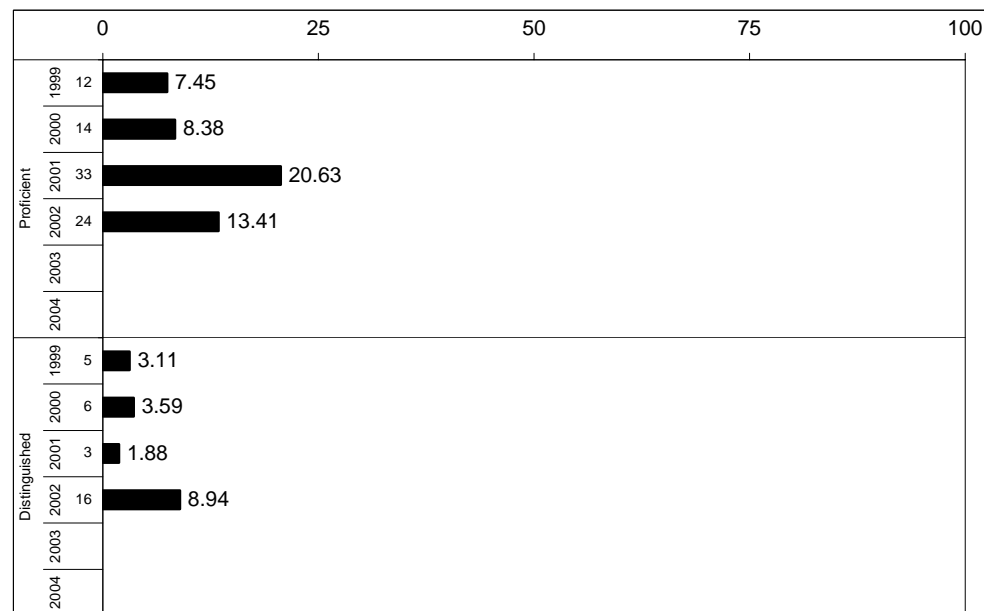
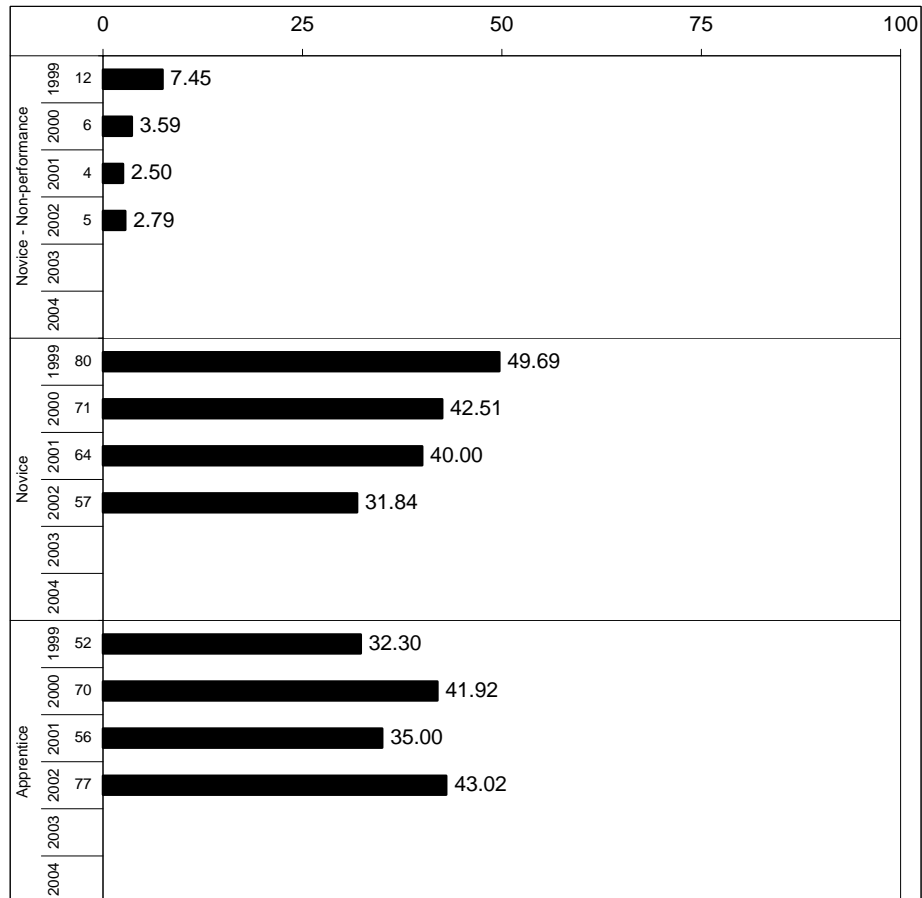
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 11

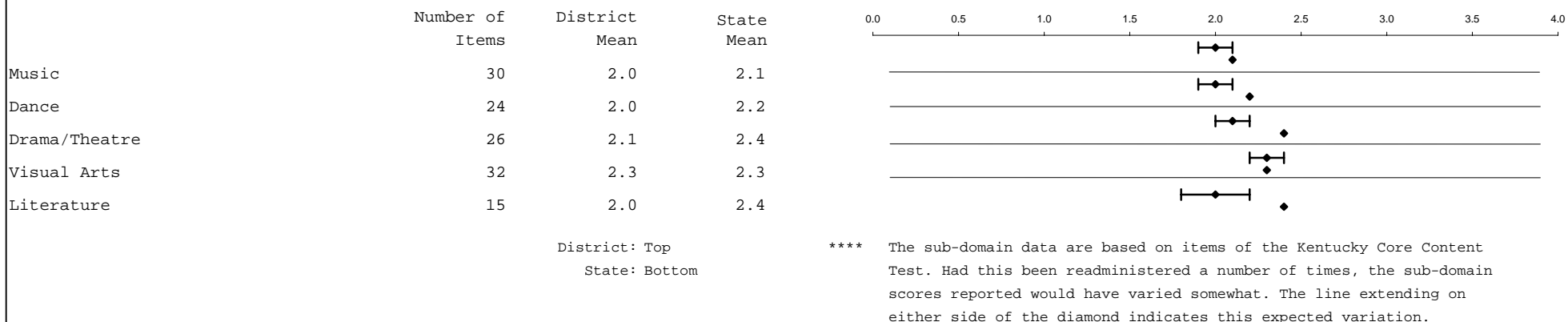




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES SUB-DOMAIN**

District: ADAIR CO  
 Code: 001  
 Grade: 11

**ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES**



**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 11

OPEN RESPONSE	No. Items	DISTRICT										STATE									School -State
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Music	6	87	1	5	25	51	11	7	1.9	0.1	20,163	2	6	19	42	23	7	2.0	-0.1		
2.x.x - Dance	4	59	3	17	29	34	15	2	1.5	0.1	13,288	2	10	20	38	23	7	1.9	-0.4		
3.x.x - Drama/Theatre	4	55	4	5	25	35	25	5	1.9	0.1	13,131	2	5	16	41	26	10	2.2	-0.3		
4.x.x - Visual Arts	6	87	2	8	14	40	25	10	2.1	0.1	19,637	1	4	18	41	26	10	2.2	-0.1		
5.x.x - Literature	4	60	2	12	18	37	23	8	2.0	0.1	13,319	1	5	20	39	26	9	2.1	-0.1		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult									Correct	Incorrect	Omit/Mult <td colspan="3"></td>					
1.x.x - Music	24	347	59	41	0	0.59 0.03					79,155	60	40	0	0.59 0.00						
2.x.x - Dance	20	290	71	29	0	0.71 0.03					66,587	70	30	0	0.70 0.01						
3.x.x - Drama/Theatre	22	322	64	36	0	0.64 0.03					73,045	65	35	0	0.65 -0.01						
4.x.x - Visual Arts	26	376	67	33	0	0.66 0.02					85,805	63	37	0	0.63 0.03						
5.x.x - Literature	11	158	55	44	1	0.55 0.04					36,078	63	37	0	0.63 -0.08						



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	<u>None of the Questions</u>		<u>Some of the Questions</u>		<u>Most of the Questions</u>		<u>All of the Questions</u>		<u>Invalid Response</u>
16 How many of the arts and humanities questions tested things you learned in school	7	<b>4%</b> (11%)	97	<b>55%</b> (50%)	57	<b>32%</b> (29%)	7	<b>4%</b> (6%)	8 <b>5%</b> (5%)
	<u>I Did Very Poorly</u>		<u>I Did Poorly</u>		<u>I Did Well</u>		<u>I Did Very Well</u>		<u>Invalid Response</u>
17 How well do you think you did on this test	8	<b>5%</b> (7%)	49	<b>28%</b> (24%)	94	<b>53%</b> (55%)	16	<b>9%</b> (9%)	9 <b>5%</b> (5%)
	<u>I Did Not Try</u>		<u>I Tried a Little</u>		<u>I Tried a Lot</u>		<u>I Tried Very Hard</u>		<u>Invalid Response</u>
18 How hard did you try on this test	3	<b>2%</b> (2%)	11	<b>6%</b> (8%)	43	<b>24%</b> (21%)	112	<b>64%</b> (64%)	7 <b>4%</b> (5%)
	<u>No Time</u>	<u>Less Than 1 Hour</u>	<u>1-2 Hours</u>	<u>3-4 Hours</u>	<u>More Than 4 Hours</u>	<u>Invalid Response</u>			
19 During a typical school week, how much class time do you spend on arts and humanities	45 <b>26%</b> (23%)	54 <b>31%</b> (23%)	37 <b>21%</b> (22%)	9 <b>5%</b> (9%)	24 <b>14%</b> (18%)	7	<b>4%</b> (4%)		
	<u>Never</u>	<u>Sometimes but not every Week</u>	<u>Once a Week</u>	<u>Two or Three times a Week</u>	<u>Four or Five times a Week</u>	<u>Invalid Response</u>			
20 How often do you complete written assignments about arts and humanities	54 <b>31%</b> (26%)	66 <b>38%</b> (35%)	23 <b>13%</b> (14%)	23 <b>13%</b> (13%)	3 <b>2%</b> (6%)	7	<b>4%</b> (4%)		
	<u>YES</u>		<u>NO</u>		<u>Invalid Response</u>				
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	108	<b>61%</b> (58%)	59	<b>34%</b> (35%)	9	<b>5%</b> (7%)			

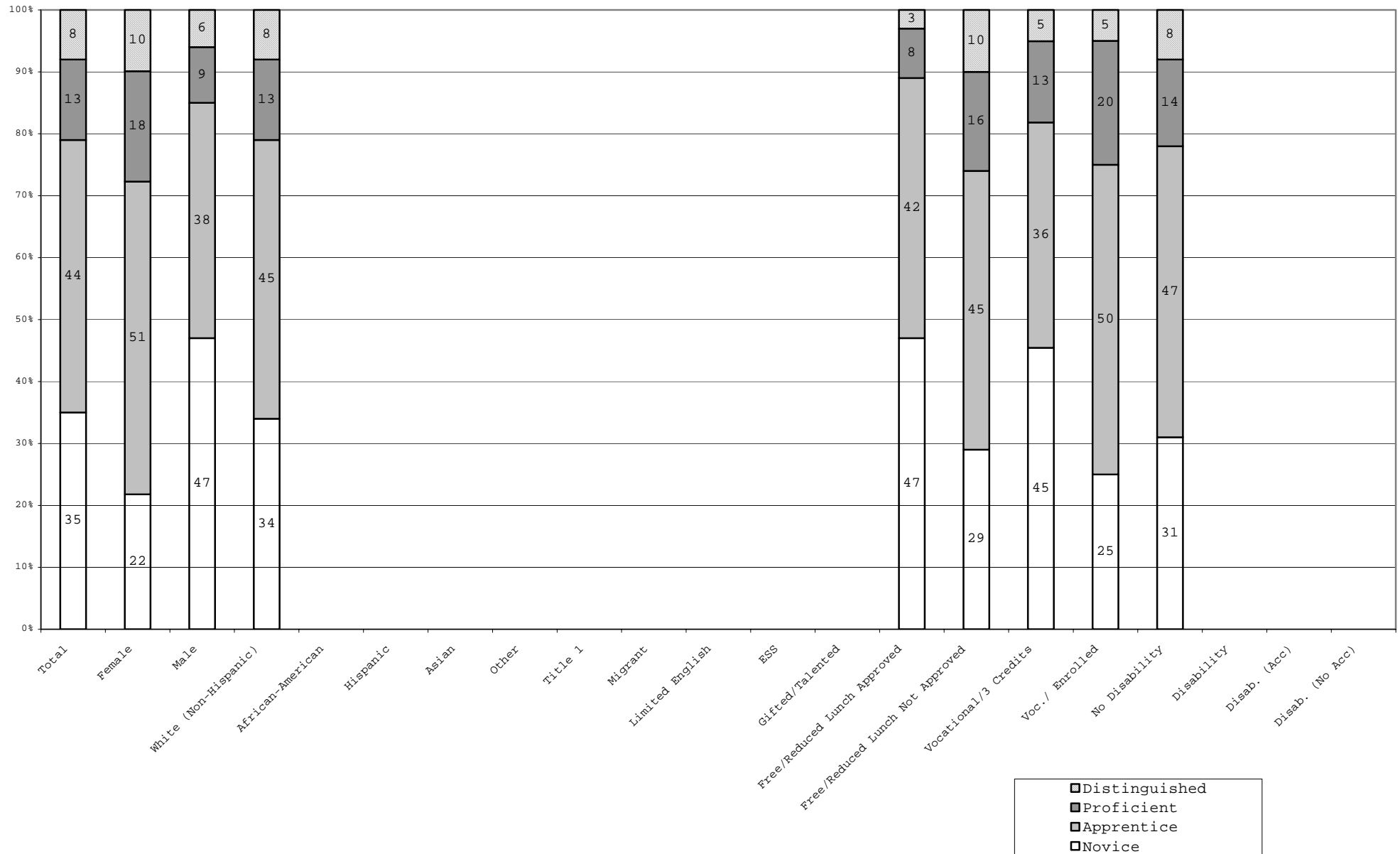
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

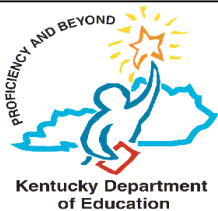


**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES DISAGGREGATION**  
**Performance Level Percents**

District: ADAIR CO  
 Code: 001  
 Grade: 11

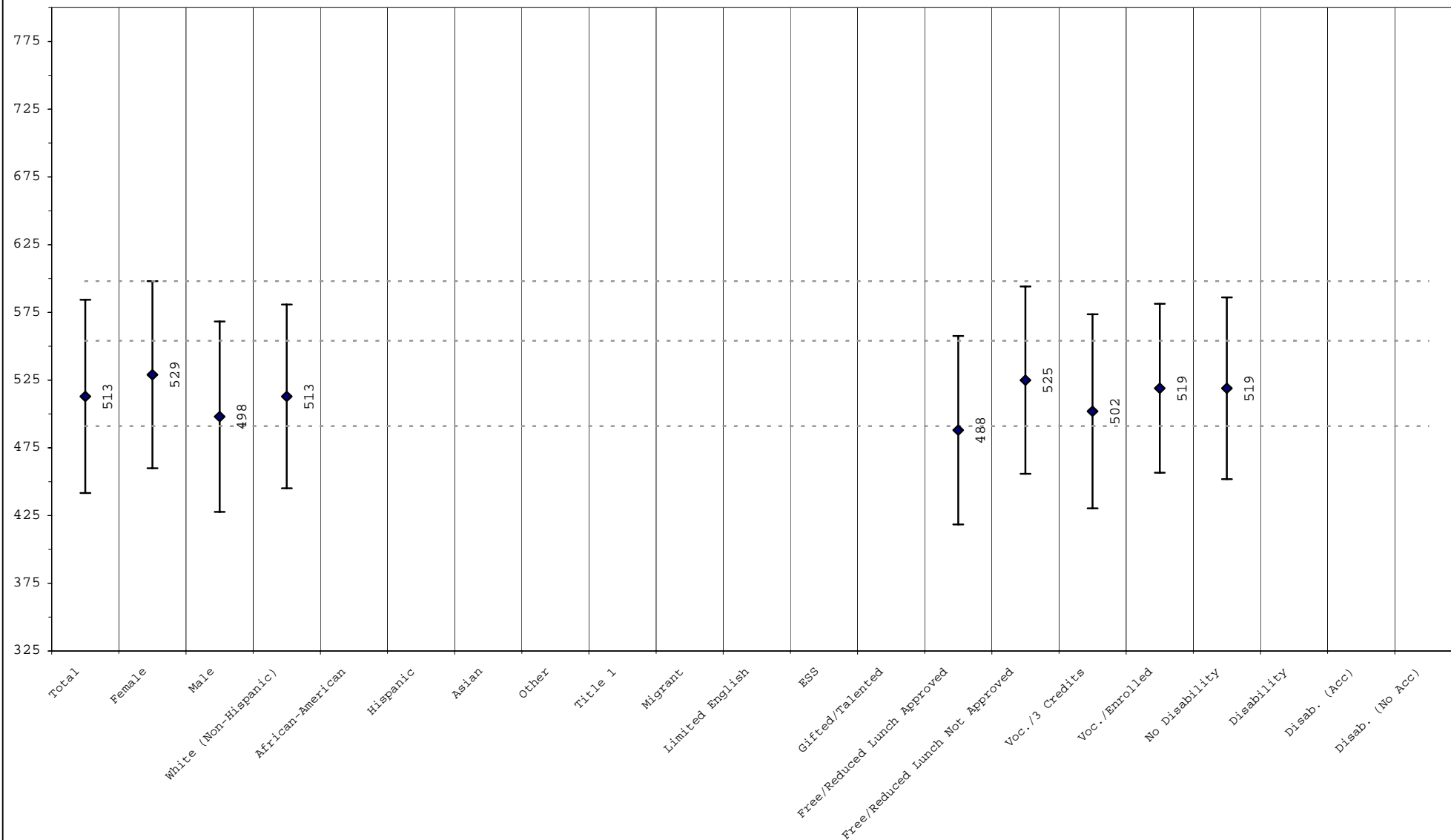


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 11



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 11

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				176		513 ( 5.4)	5,533		516 ( 0.9)	40,170		523 ( 0.3)
Gender:												
Female				83	47%	529 ( 7.6)	2,733	49%	530 ( 1.3)	20,033	50%	537 ( 0.5)
Male				93	53%	498 ( 7.3)	2,792	50%	502 ( 1.3)	20,100	50%	510 ( 0.5)
Gap Female vs Male						31*			28*			27*
Ethnicity												
White (Non-Hispanic)				166	94%	513 ( 5.3)	5,312	96%	516 ( 0.9)	35,552	89%	526 ( 0.4)
African-American				7	4%		111	2%	502 ( 7.3)	3,339	8%	496 ( 1.2)
Hispanic							16		523 (12.5)	307	1%	515 ( 3.9)
Asian				1	1%		18		562 (18.9)	324	1%	554 ( 4.7)
Other							56	1%	512 ( 9.7)	479	1%	513 ( 3.3)
Gap White vs African American									14			30*
Gap White vs Hispanic									-7			11*
Gap White vs Asian									-46*			-28*
Gap White vs Other									4			13*
Title I												
Participating Students							544	10%	511 ( 2.9)	4,306	11%	504 ( 1.0)
Not Participating				176	100%	513 ( 5.4)	4,989	90%	516 ( 1.0)	35,864	89%	526 ( 0.4)
Gap Participating vs Non-Participating									-5			-22*
Migrant Program												
Participating Students				1	1%		14		505 (18.0)	104		489 ( 6.2)
Not Participating				175	99%	513 ( 5.4)	5,519	100%	516 ( 0.9)	40,066	100%	523 ( 0.3)
Gap Participating vs Non-Participating									-11			-34*
Limited English Proficiency												
Participating Students							5			128		480 ( 6.1)
Not Participating				176	100%	513 ( 5.4)	5,528	100%	516 ( 0.9)	40,042	100%	524 ( 0.3)
Gap Participating vs Non-Participating												-44*
Extended School Services												
Participating Students				9	5%		508	9%	509 ( 2.7)	5,570	14%	519 ( 0.9)
Not Participating				167	95%	515 ( 5.4)	5,025	91%	517 ( 1.0)	34,600	86%	524 ( 0.4)
Gap Participating vs Non-Participating									-8*			-5*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

District: ADAIR CO  
 Code: 001  
 Grade: 11

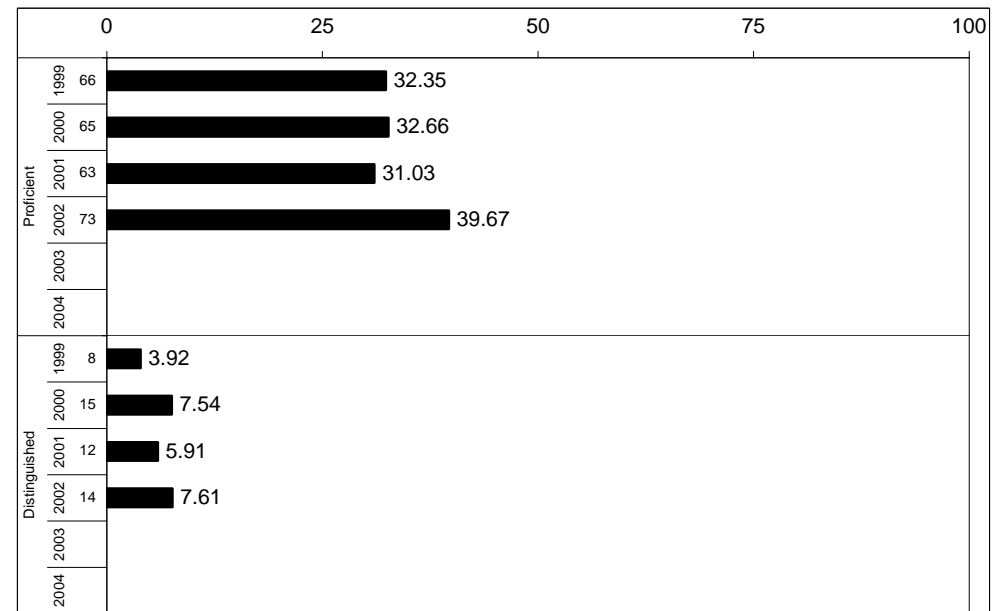
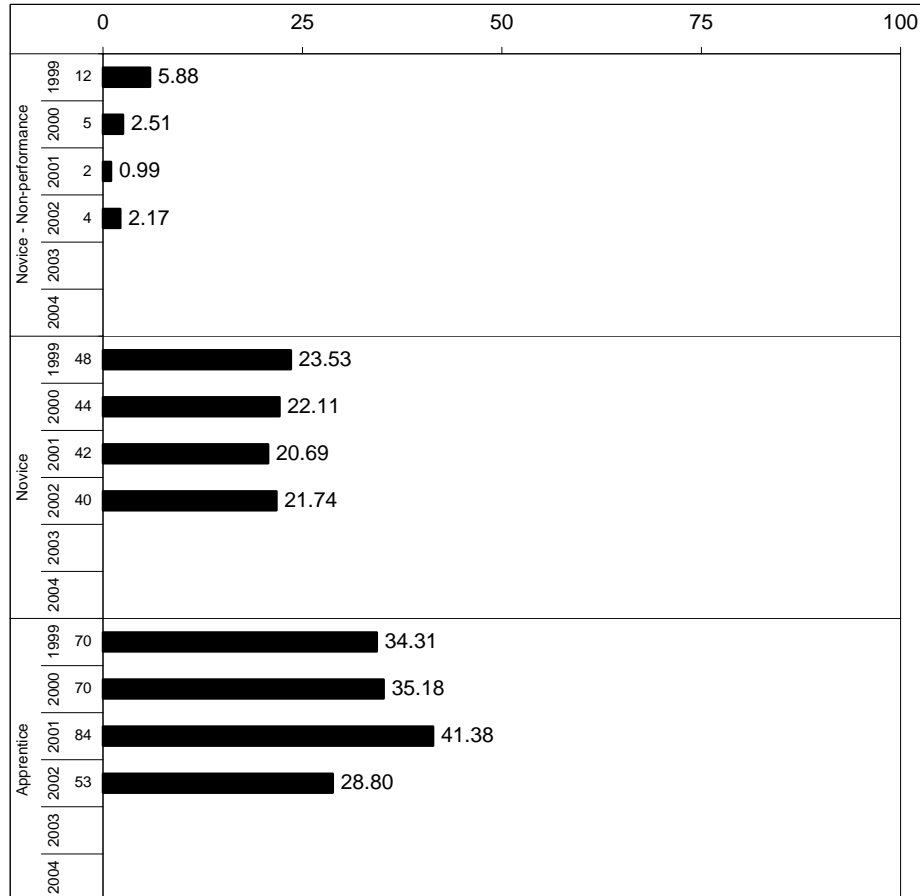
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				8	5%		843	15%	572 ( 2.3)	6,341	16%	580 ( 0.9)
Not Participating				168	95%	507 ( 5.1)	4,690	85%	506 ( 0.9)	33,829	84%	513 ( 0.4)
<i>Gap Participating vs Non-Participating</i>									66*			67*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				60	34%	488 ( 9.0)	2,327	42%	497 ( 1.3)	11,677	29%	497 ( 0.6)
Not Approved (includes not coded)				116	66%	525 ( 6.4)	3,206	58%	530 ( 1.2)	28,493	71%	534 ( 0.4)
<i>Gap Approved vs Not Approved</i>						-37*			-33*			-37*
Vocational/Technical Education												
Plans to/completed 3 credits in career area				77	44%	502 ( 8.2)	2,435	44%	513 ( 1.2)	16,397	41%	516 ( 0.5)
Enrolled, student not concentrating				20	11%	519 (13.9)	1,147	21%	518 ( 1.9)	7,622	19%	521 ( 0.8)
Not Vocational/Technical Education				79	45%	521 ( 8.1)	1,951	35%	519 ( 1.8)	16,151	40%	532 ( 0.6)
<i>Gap Non-Voc/Tech vs 3 Credits</i>						19			6*			16*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>						2			1			11*
Disability Status												
Students without Disabilities (includes not coded)				165	94%	519 ( 5.2)	5,130	93%	522 ( 0.9)	37,147	92%	529 ( 0.3)
Students with Disabilities				11	6%		403	7%	434 ( 3.1)	3,023	8%	448 ( 1.1)
Tested with Accommodations							260	5%	426 ( 3.7)	1,866	5%	439 ( 1.4)
Tested without Accommodations				11	6%		143	3%	449 ( 5.5)	1,157	3%	463 ( 1.9)
<i>Gap With vs Without</i>						-			-88*			-81*
Alternate Portfolio				3	2%		60	1%		344	1%	
Exemptions (On-Demand)												
Medical							13			87		
LEP							2			105		
Other							18			179		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs TREND DATA**  
**Number and Percent**

District: ADAIR CO  
 Code: 001  
 Grade: 10





SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
PL/VS SUB-DOMAIN

District: ADAIR CO  
Code: 001  
Grade: 10

PL/VS SUB-DOMAIN MEAN SCORES

	Number of Items	District Mean	State Mean	0.00.51.01.52.02.53.03.54.0
Health	41	2.2	2.3	
Physical Education	N/A			
Consumerism	17	2.3	2.3	
Jobs/Careers	51	2.1	2.2	

District: Top  
State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS CORE CONTENT**

District: ADAIR CO  
 Code: 001  
 Grade: 10

OPEN RESPONSE	No. Items	DISTRICT									STATE									School -State	
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	Mean
			B	0	1	2	3	4	B				0	1	2	3	4				
PRACTICAL LIVING																					
1.x.x - Health	9	134	1	3	25	45	25	1	1.9	0.1	33,503	1	4	23	40	25	7	2.1	-0.2		
2.x.x - Physical Education	2	29	0	3	21	34	31	10	2.2	0.2	7,358	1	5	19	41	26	8	2.1	0.1		
3.x.x - Consumerism	3	45	2	2	22	42	22	9	2.1	0.1	11,022	1	4	23	39	26	7	2.1	0.0		
VOCATIONAL STUDIES																					
4.x.x - Job/Career	10	150	2	5	30	32	29	3	1.9	0.1	37,167	1	4	23	40	26	7	2.1	-0.2		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs QUESTIONNAIRE DATA**

District: ADAIR CO  
 Code: 001  
 Grade: 10

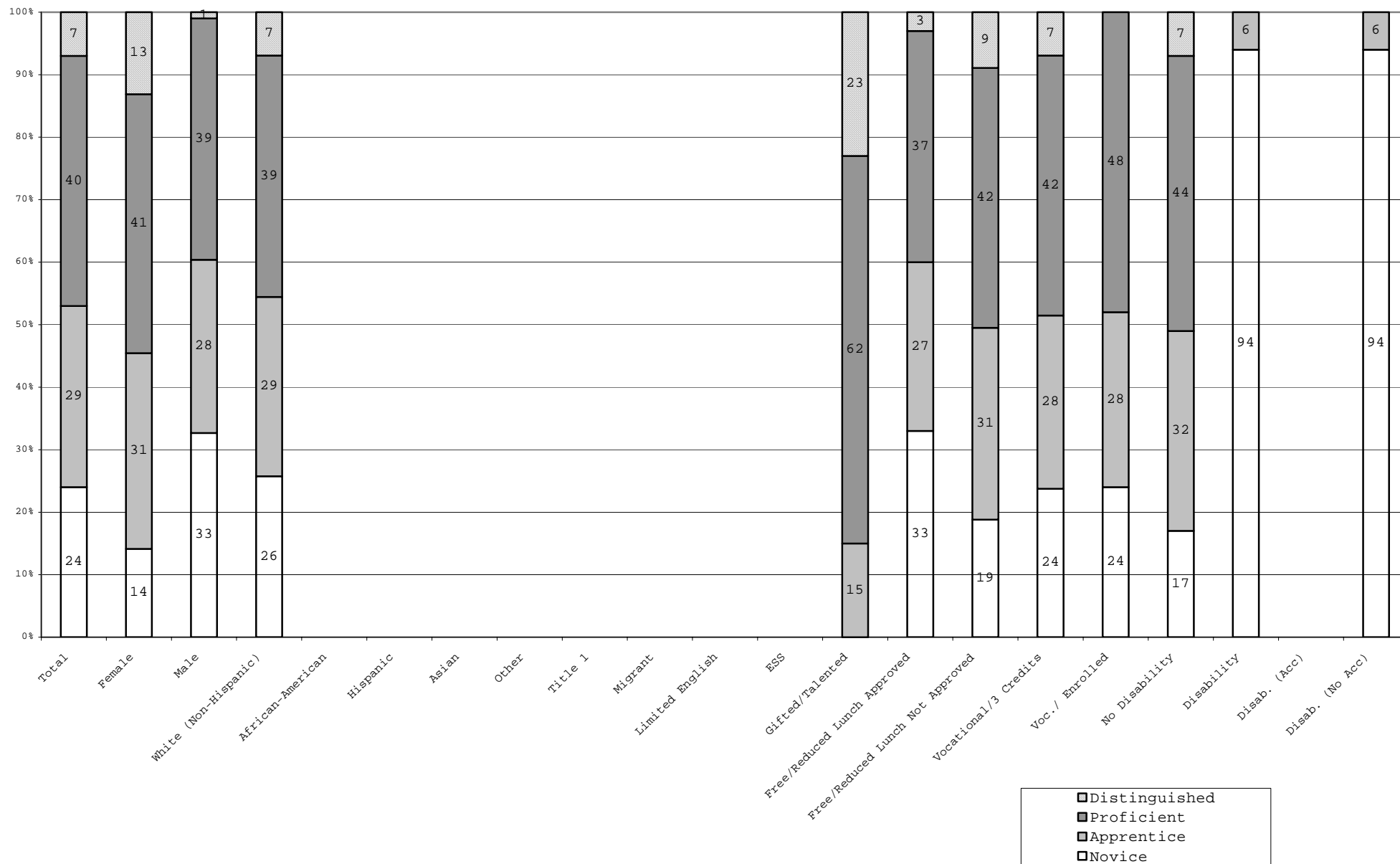
	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	14 <b>8%</b> (11%)	91 <b>50%</b> (48%)	58 <b>32%</b> (31%)	12 <b>7%</b> (6%)	6 <b>3%</b> (4%)
17 How well do you think you did on this test	I Did Very Poorly 10 <b>6%</b> (2%)	I Did Poorly 17 <b>9%</b> (11%)	I Did Well 120 <b>66%</b> (68%)	I Did Very Well 24 <b>13%</b> (14%)	Invalid Response 10 <b>6%</b> (5%)
18 How hard did you try on this test	I Did Not Try 6 <b>3%</b> (2%)	I Tried a Little 12 <b>7%</b> (6%)	I Tried a Lot 42 <b>23%</b> (25%)	I Tried Very Hard 114 <b>63%</b> (62%)	Invalid Response 7 <b>4%</b> (4%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
PL/Vs DISAGGREGATION  
Performance Level Percents

District: ADAIR CO  
Code: 001  
Grade: 10

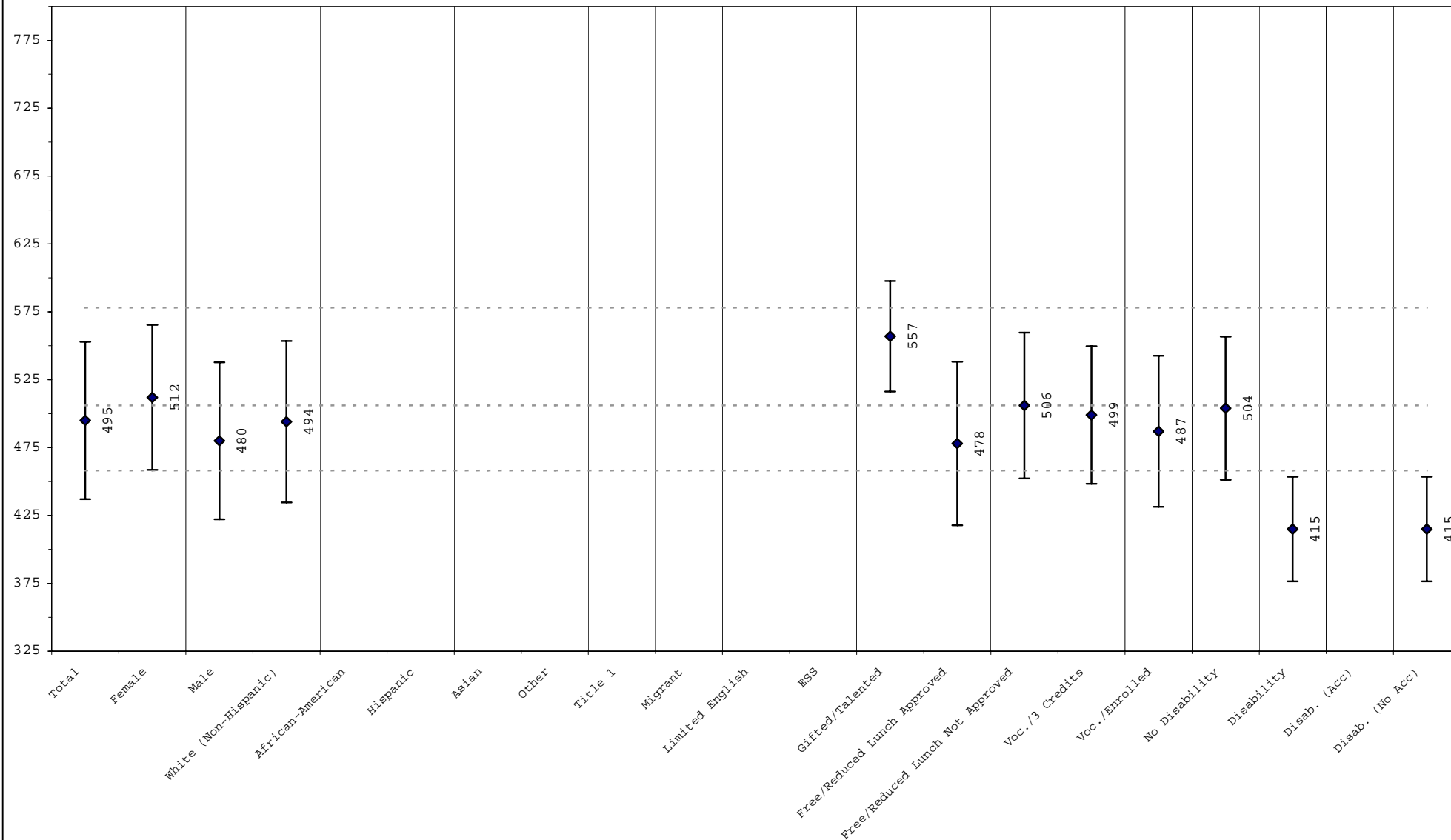


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**PL/V5**

District: ADAIR CO  
 Code: 001  
 Grade: 10



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/Vs**

District: ADAIR CO  
 Code: 001  
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total				181		495 ( 4.3)	6,317		498 ( 0.8)	44,899		503 ( 0.3)
Gender:												
Female				83	46%	512 ( 5.9)	3,083	49%	512 ( 1.1)	21,848	49%	514 ( 0.4)
Male				98	54%	480 ( 5.8)	3,226	51%	486 ( 1.1)	23,012	51%	492 ( 0.4)
Gap Female vs Male						32*			26*			22*
Ethnicity												
White (Non-Hispanic)				168	93%	494 ( 4.6)	6,037	96%	499 ( 0.8)	39,187	87%	506 ( 0.3)
African-American				7	4%		122	2%	483 ( 6.1)	4,270	10%	476 ( 1.0)
Hispanic							28		489 (16.4)	394	1%	485 ( 3.4)
Asian							21		542 (10.1)	357	1%	520 ( 3.8)
Other				5	3%		78	1%	514 ( 7.6)	535	1%	500 ( 2.9)
Gap White vs African American									16*			30*
Gap White vs Hispanic									10			21*
Gap White vs Asian									-43*			-14*
Gap White vs Other									-15*			6*
Title I												
Participating Students							657	10%	490 ( 2.5)	4,899	11%	487 ( 0.9)
Not Participating				181	100%	495 ( 4.3)	5,660	90%	499 ( 0.9)	40,000	89%	505 ( 0.3)
Gap Participating vs Non-Participating									-9*			-18*
Migrant Program												
Participating Students				2	1%		37	1%	479 ( 9.0)	222		477 ( 3.7)
Not Participating				179	99%	495 ( 4.4)	6,280	99%	499 ( 0.8)	44,677	100%	503 ( 0.3)
Gap Participating vs Non-Participating									-20*			-26*
Limited English Proficiency												
Participating Students							10		460 (10.4)	177		462 ( 4.4)
Not Participating				181	100%	495 ( 4.3)	6,307	100%	499 ( 0.8)	44,722	100%	503 ( 0.3)
Gap Participating vs Non-Participating									-39*			-41*
Extended School Services												
Participating Students				2	1%		613	10%	493 ( 2.4)	6,632	15%	498 ( 0.8)
Not Participating				179	99%	495 ( 4.3)	5,704	90%	499 ( 0.9)	38,267	85%	504 ( 0.3)
Gap Participating vs Non-Participating									-6*			-6*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/VS**

District: ADAIR CO  
 Code: 001  
 Grade: 10

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students				13	7%	557 (11.3)	943	15%	551 ( 2.1)	6,628	15%	552 ( 0.8)
Not Participating				168	93%	490 ( 4.3)	5,374	85%	489 ( 0.8)	38,271	85%	494 ( 0.3)
<i>Gap Participating vs Non-Participating</i>						67*			62*			58*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals				73	40%	478 ( 7.1)	2,959	47%	481 ( 1.1)	15,199	34%	480 ( 0.5)
Not Approved (includes not coded)				108	60%	506 ( 5.2)	3,358	53%	514 ( 1.1)	29,700	66%	515 ( 0.4)
<i>Gap Approved vs Not Approved</i>						-28*			-33*			-35*
Vocational/Technical Education												
Plans to/completed 3 credits in career area				105	58%	499 ( 4.9)	2,406	38%	495 ( 1.2)	15,478	34%	501 ( 0.5)
Enrolled, student not concentrating				25	14%	487 (11.1)	1,619	26%	501 ( 1.6)	11,212	25%	501 ( 0.6)
Not Vocational/Technical Education				51	28%	490 (10.1)	2,292	36%	500 ( 1.5)	18,209	41%	506 ( 0.5)
<i>Gap Non-Voc/Tech vs 3 Credits</i>						-9			5*			5*
<i>Gap Non-Voc/Tech vs Not Concentrating</i>						3			-1			5*
Disability Status												
Students without Disabilities (includes not coded)				163	90%	504 ( 4.1)	5,730	91%	506 ( 0.8)	40,849	91%	509 ( 0.3)
Students with Disabilities				18	10%	415 ( 9.1)	587	9%	426 ( 2.2)	4,050	9%	437 ( 0.9)
Tested with Accommodations							387	6%	418 ( 2.5)	2,479	6%	431 ( 1.1)
Tested without Accommodations				18	10%	415 ( 9.1)	200	3%	441 ( 4.3)	1,571	3%	446 ( 1.6)
<i>Gap With vs Without</i>						-89*			-80*			-72*
Alternate Portfolio				3	2%		60	1%		344	1%	
Exemptions (On-Demand)												
Medical							11			75		
LEP							5			194		
Other							3			35		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NATIONAL NORM REFERENCED TEST (NRT)**

District: ADAIR CO  
 Code: 001  
 Grade: 09

**NRT Accountability Data by Year**

**Grade 9**

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	241	9	3.7	72	29.9	61	25.3	52	21.6	47	19.5
2000	226	2	0.9	83	36.7	50	22.1	57	25.2	34	15.0
2001	205	1	0.5	70	34.1	47	22.9	45	22.0	42	20.5
2002	193	1	0.5	43	22.3	37	19.2	57	29.5	55	28.5
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NRT DATA DISAGGREGATION**

District: ADAIR CO  
 Code: 001  
 Grade: 09

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	193		51.1	52	50.3	51	53.1	56	51.7	53	23%	19%	30%	28%
Gender:														
Female	108	56%	54.9	59	53.2	56	52.8	55	54.1	58	18%	21%	31%	31%
Male	84	44%	46.5	43	46.9	44	54.1	58	49.2	49	29%	17%	29%	26%
(Not Coded)	1	1%												
Ethnicity														
White (Non-Hispanic)	181	94%	51.7	53	50.8	52	54	58	52.5	55	22%	19%	31%	29%
African-American	6	3%												
Hispanic														
Asian														
Other														
(Not Coded)	6	3%												
Served by Title I														
Served by Migrant Program	3	2%												
Students with Limited English Proficiency														
Served by Extended School Services	4	2%												
Served by Gifted and Talented Program	25	13%	70.4	83	68.9	82	73.8	87	74.1	87	0%	4%	20%	76%
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	96	50%	45.8	42	43	37	47	44	44.8	40	33%	20%	31%	16%
Not Approved (includes not coded)	97	50%	56.3	62	57.5	64	59.1	67	58.6	66	12%	19%	28%	41%
Vocational/Technical Education														
Plans to/completed 3 credits in career area	85	44%	46.7	44	48.5	47	50.1	50	48.2	47	29%	13%	39%	19%
Enrolled, student not concentrating	52	27%	59.1	67	55.5	60	59.8	68	59.3	67	12%	17%	31%	40%
Disability Status														
Students without Disabilities (includes not coded)	169	88%	54.9	59	54	58	57.6	64	56.2	62	14%	21%	33%	33%
Students with Disabilities	24	12%	24	11	24.6	11	21.3	9	20.1	8	83%	8%	8%	0%
Tested with Accommodations	3	2%												
Tested without Accommodations	21	11%	24.9	12	24.1	11	22	9	20.4	8	81%	10%	10%	0%
Alternate Portfolio	4	2%												
						Medical		LEP		Other				
								1						
			Number Exemptions:											

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.